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ABSTRACT

Reported in this document are dropout statistics from the State of West Virginia for the school year 1985-86. This annual survey of the 55 county school systems has been conducted since the 1968-69 school year. Topics surveyed include Education Consolidation and Improvement Act (ECIA) status, exit interviews, grade at exit, month dropout left school, age at leaving school, dropout's class size, disciplinary record and attendance pattern of dropout, exceptional child status, parent contact and response, special efforts by school to help dropout, years retained, number of failed courses, program of studies, scholastic ability and class rank, extracurricular activity participation, employment and future educational plans, with whom dropout was living and socioeconomic status, parents' educational level and work status, dropouts' reasons for leaving school, and schools' reasons for dropouts' leaving school. Each topic is presented with statistics comparing responses to the previous year's responses, a conclusion statement, and question(s) generated from the data. The appendix includes a description of the method of calculating dropout percentages, county data for percent of dropouts from the 1974-75 school year to the 1985-86 school year, a discussion of dropout prevention with prevention suggestions for schools for early childhood, middle childhood, and adolescent-level pupils, and West Virginia dropout prevention program briefs. (ABL)

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West Virginia DROPOUT STUDY 85-86

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The West Virginia Dropout Study
1985-86

February, 1987

Tom McNeel
State Superintendent of Schools

WEST VIRGINIA DEPARTMENT OF EDUCATION
Bureau of General, Special and Professional Education
Charleston, West Virginia

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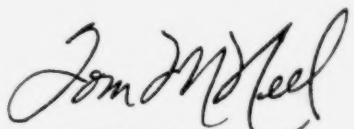
FOREWORD

Students who do not complete their education are of great concern to the West Virginia Board of Education. Although not a new problem, the factors associated with the dropout problem today are serious. Failure to complete school is costly. High school dropouts can expect to earn less than graduates over their lifetimes. Research has shown that unemployment rates are twice as high for dropouts as for youth who stayed in school. Education, measured by years of school completed, leads to more weeks worked per year, high hourly wages and significantly higher earnings.

The State Department of Education, in cooperation with the fifty-five county school systems, has conducted a survey of student withdrawals annually since the 1968-69 school year. The results of each year's survey have shown a gradual decline in West Virginia's dropout rate from 26.34 percent in 1973-74 to 18.72 percent in 1985-86. Although the rate is declining, there are far too many students leaving the educational process and the challenge to reconcile the dropout problem remains a major goal of every educator.

The purpose of this study is to gain information about the students dropping out of school and a more complete description of the individuals who drop out. After studying this profile and other pertinent information, educators may be better able to identify the potential dropout and take measures to prevent the student from leaving school.

It is hoped that all who read this report will analyze the data in light of their own circumstances. The value of the study can only be determined by the design, development and implementation of programs using the information provided by this report. It is essential that we do our best for the youth of our state. Our major thrust must be at stopping potential dropouts from leaving before completing an adequate basic education and developing sufficient employability skills.



Tom McNeel
State Superintendent of Schools

THE WEST VIRGINIA DROPOUT STUDY

A dropout is defined as a student who leaves school for any reason except death prior to the completion of program requirements for high school graduation and who did not enroll in another school. During the 1985-86 school year 5,036 students were reported as dropouts from schools in West Virginia. Additional facts about dropouts include the following:

Profile	Percent of responses
Own idea to leave school - dropouts' reason for leaving	79.34
Never participated in extracurricular activities	68.32
Male	57.17
Pupil living with parents	52.96
Irregular attendance in grades 9-12	52.82
Had no disciplinary record	48.54
Failed 4 or more courses	42.02
Age 16	37.51
Irregular attendance in grades 5-8	40.39
Never retained	33.88
Referred to counselor	31.87
Enrolled in a special education program	20.70

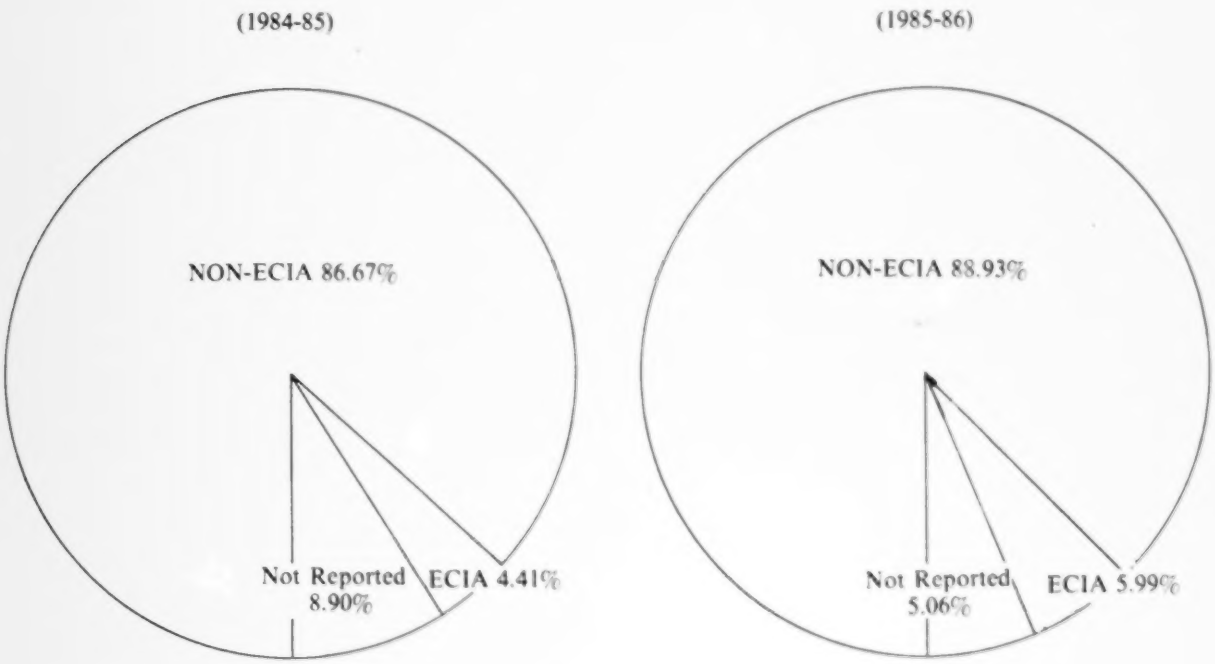
Leaving school prior to graduation is harmful to our society. Information from the Bureau of Census and the Department of Justice indicates that dropouts consistently have a higher unemployment rate than high school graduates. In 1981, 36 percent of high school dropouts were unemployed compared with 21 percent of high school graduates not enrolled in college. James S. Catterall in his article "Dropping Out: The Cost to Society" (Education, Spring 1986) estimates that the loss of lifetime earnings for individual dropouts exceeds $200,000 and over $200 billion is lost for each school class across the United States. Since dropouts earn less, they generate fewer tax receipts and are more frequent recipients of welfare and unemployment subsidies.

The way students experience school contributes to their decision to drop out. The data received from the 1985-86 West Virginia dropout forms indicates that over 41 percent of the dropouts disliked school and lacked interest in or motivation to remain in school. Further data support the research that states poor academic performance as the reason for leaving. Forty-two percent of the 1985-86 dropouts failed four (4) or more courses during the semester immediately preceding withdrawal. Dropouts often perceive the school as a hostile environment where they feel alienated and bored. Their lack of participation in extracurricular activities (93 percent) indicates that these students do not find self-rewarding activities within school.

The data provided in this report is compiled from data submitted by the counties. Conclusions must be made cautiously. Program efforts need to start at the early childhood level and continue through adulthood. In the appendix section of the document activities aimed at dropout prevention are listed as suggestions for you to consider to reduce the number of dropouts in West Virginia.

WAS THE DROPOUT ECIA OR NON-ECIA?

ECIA participation: Grid in "yes" if the student is currently involved in an instructional or service project funded by ECIA Chapter 1. Grid in "no" if the student is not currently in an ECIA program.



ECIA OR NON-ECIA

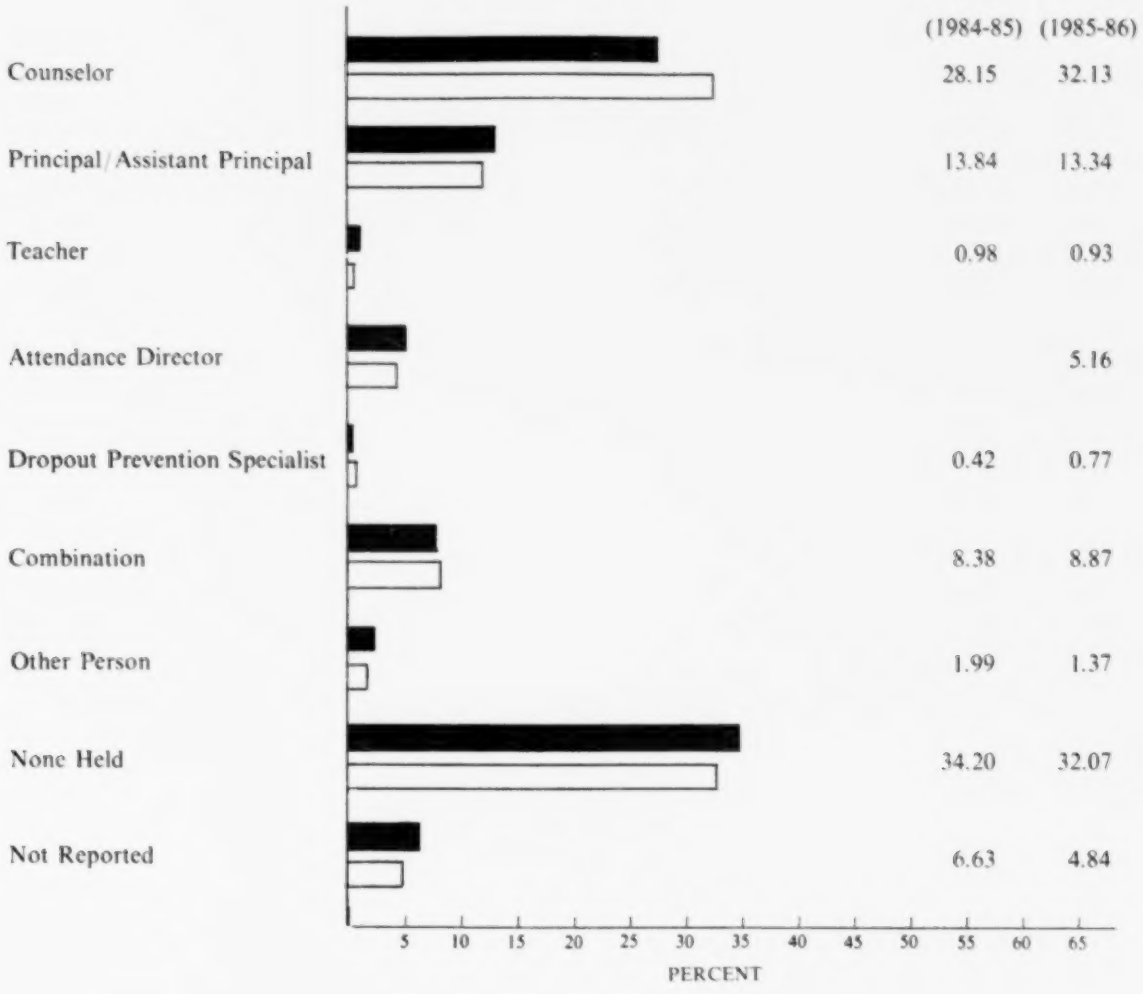
CONCLUSION: Over 88 percent of dropouts are not involved in an ECIA program.

QUESTION: Do the students who have failed courses need remedial education programs?

WAS AN EXIT INTERVIEW WITH THE DROPOUT HELD?

Exit interview with whom: An exit interview normally occurs just prior to the withdrawal of the student, and is defined as a personal interview between the student and his/her principal, counselor, teacher(s), attendance director, dropout prevention specialist, a combination of these people or others. Grid in the response that indicates the person(s) with whom an exit interview was held.

EXIT INTERVIEW

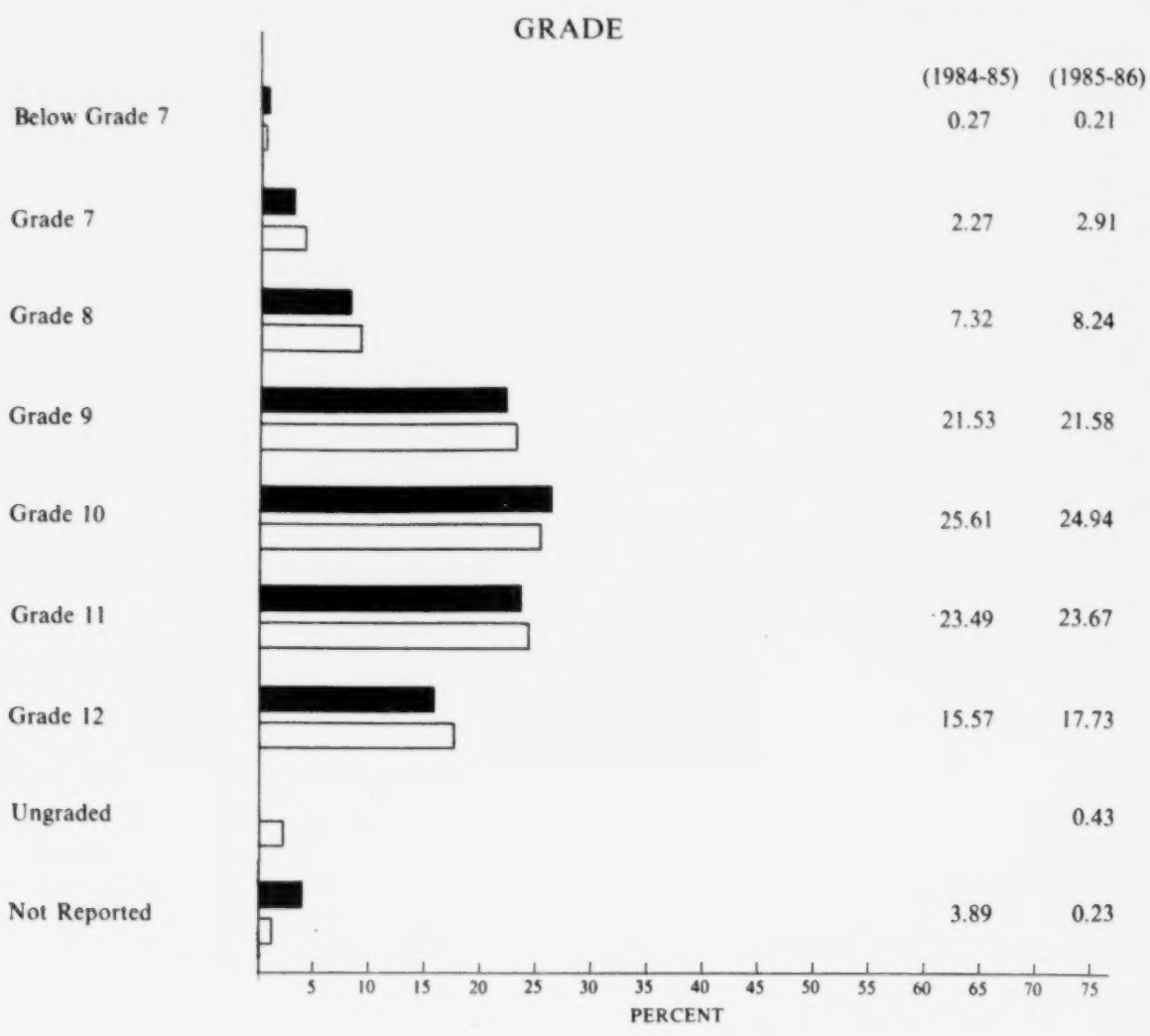


CONCLUSION: Over 32 percent of the students did not talk with anyone before they left school.

QUESTIONS: Do we need to make an effort to talk to **potential** dropouts before they finally make the decision to drop?
Do we have too few dropout prevention specialists?

1984-85 ■ 1985-86 □

WHAT IS THE GRADE AT EXIT?



CONCLUSION: Over 79 percent of the dropouts are first time dropouts. The majority leave in grades 9, 10 and 11. The number of 12th grade dropouts is increasing.

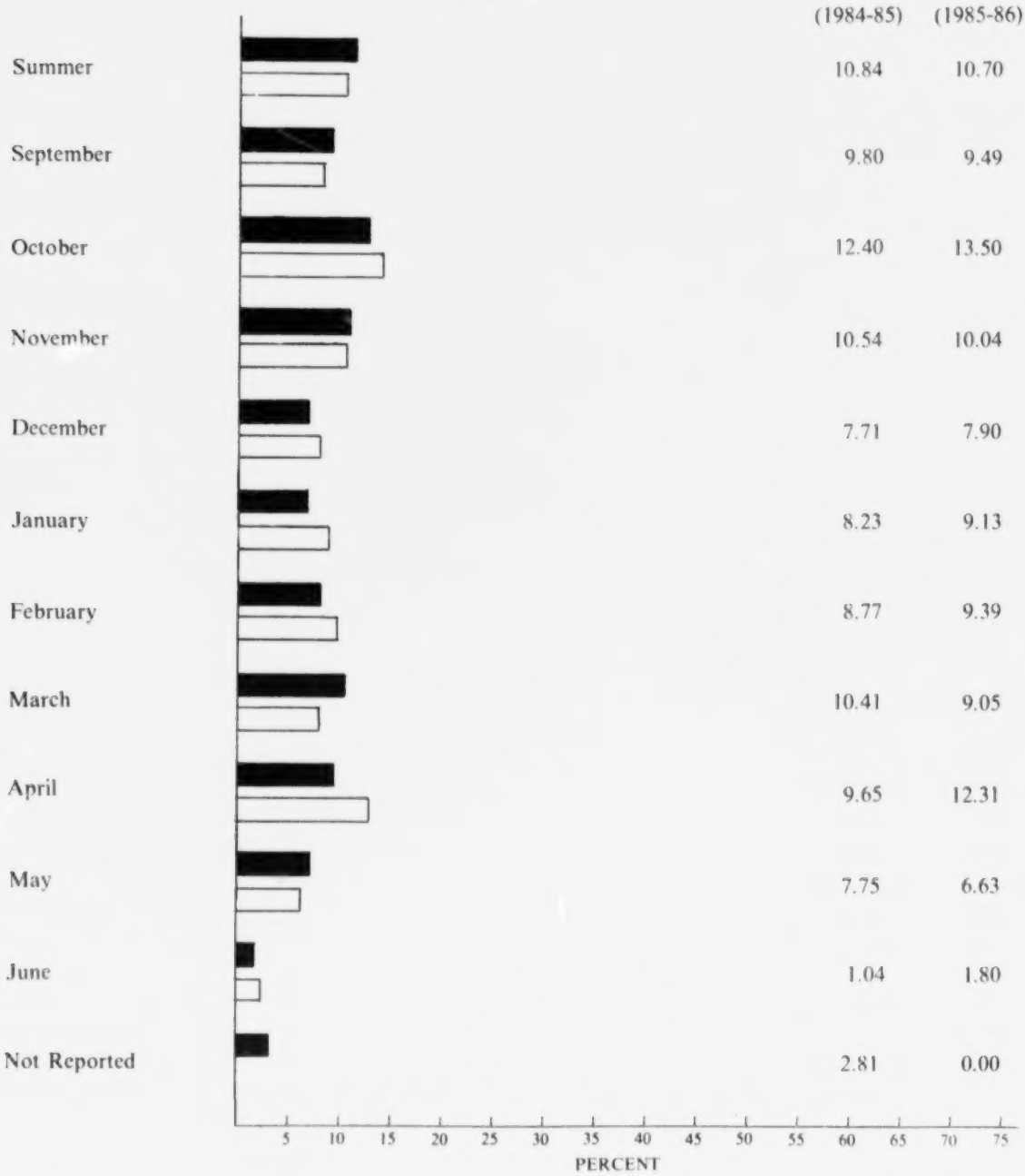
QUESTIONS: After a student has dropped out what can we do to get them to re-enter?
Do we need more individual and group guidance in grades 9-12?

1984-85 ■ 1985-86 □

WHEN DID DROPOUT LEAVE SCHOOL?

Month of change in student status: Grid in the month the student withdrew. All summer dropouts are considered as having been in school the previous June but did not begin school in September.

DROPOUTS BY MONTH



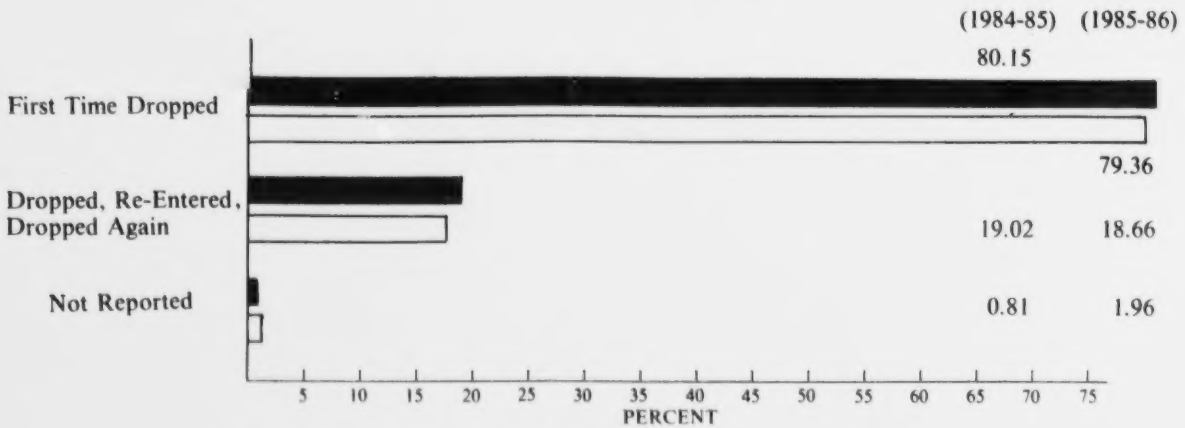
CONCLUSION: Over 13 percent of the dropouts left school in October with April, summer, and November being the next highest times.

QUESTION: What can we do to help students over the October hurdle?

1984-85 ■ 1985-86 □

WHAT IS THE STUDENT'S DROPOUT STATUS?

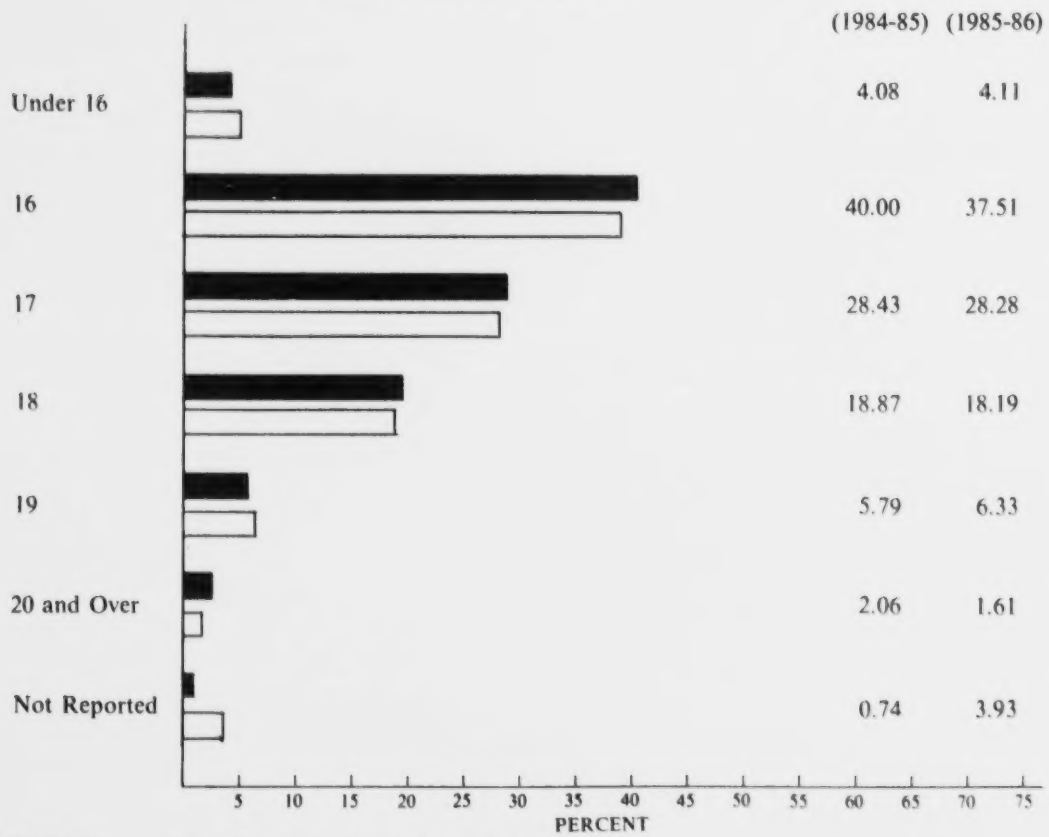
DROPOUT STATUS



AT WHAT AGE DID DROPOUT LEAVE SCHOOL?

Age at status change: Grid in the student's age at time of withdrawal.

DROPOUTS BY AGE



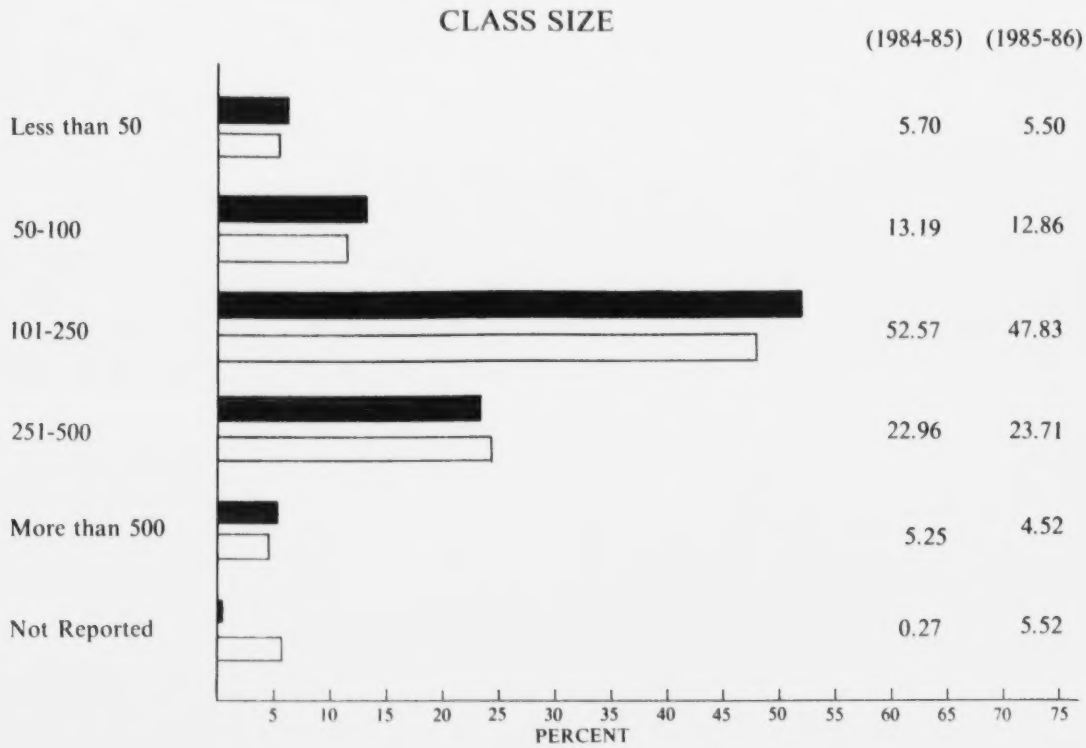
CONCLUSION: Over 37 percent of the dropouts leave at age 16.

QUESTION: Can we provide particular attention to students as they reach their 16th birthday?

1984-85 ■ 1985-86 □

WHAT WAS THE SIZE OF THE CLASS?

Class size: Class size indicates the number of students in your school enrolled in the same grade as the student dropping out.



PERCENT

CONCLUSION: Over 47 percent of the dropouts are in a class that has between 101-250 students.

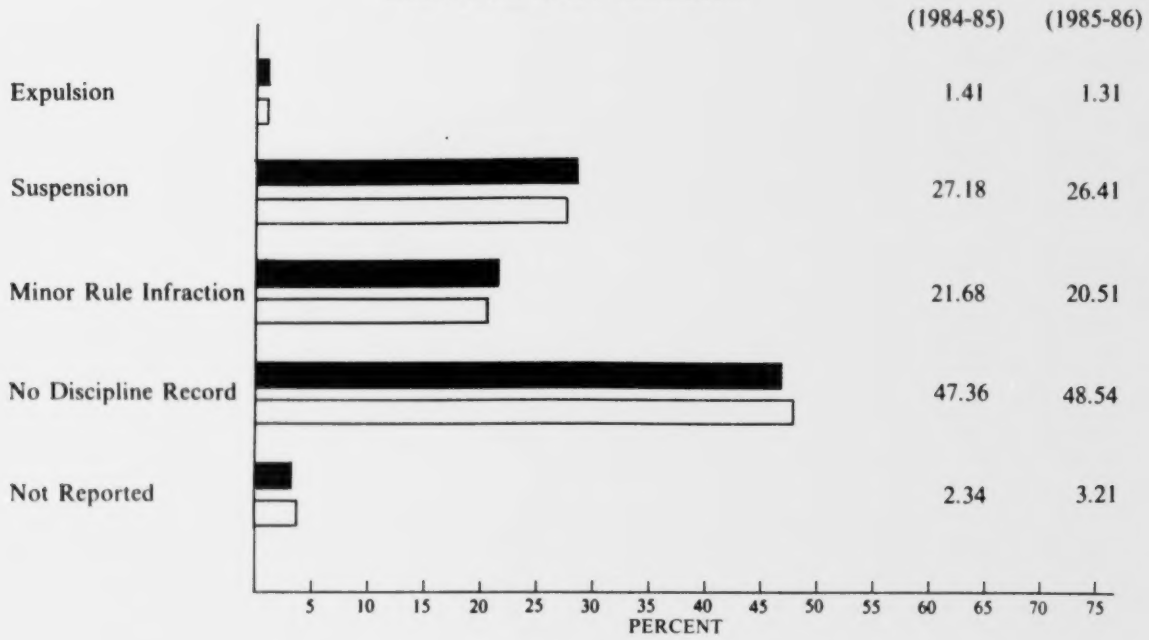
QUESTION: Would smaller class size decrease dropout rate?

1984-85 ■ 1985-86 □

WHAT IS THE DISCIPLINARY RECORD OF THE DROPOUT?

Disciplinary Record: The disciplinary record refers to administrative actions taken prior to the time of dropping out. Expulsion means the action taken by school authorities compelling a student to withdraw from school for such reasons as extreme behavior or incorrigibility. Suspension means temporary dismissal of a student from school, usually by school personnel having authority granted by the board of education.

DISCIPLINARY RECORD



CONCLUSION: Over 48 percent of the dropouts had no disciplinary record.

QUESTION: Since dropouts are not trouble makers, do we ignore them?

1984-85 ■ 1985-86 □

WHAT WAS THE ATTENDANCE PATTERN OF THE DROPOUT IN MIDDLE CHILDHOOD AND ADOLESCENT EDUCATION?

Attendance: Grid in the appropriate response which most closely corresponds to the student's attendance pattern while in school. Information should be entered in both 5-8 and 9-12 columns for ALL students in senior high school (grades 9-12). If the student is in grades 7 through 9, grid in the area only on the left-hand side. Attendance may be considered:

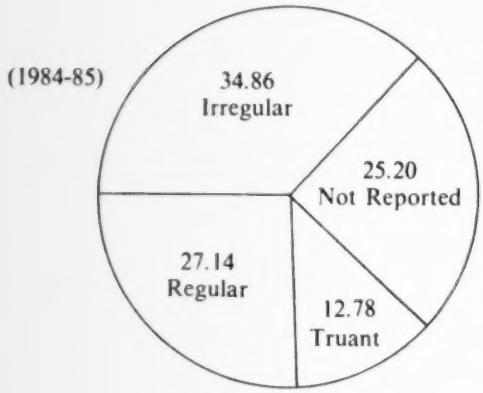
REGULAR when the number of unexcused absences was insufficient to cause concern.

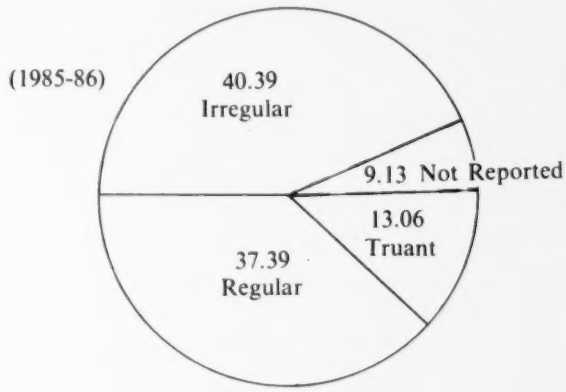
IRREGULAR when unexcused absences approximate 10% of the time school was in session.

TRUANT when the number of unexcused absences exceeds 10% of the time school was in session.

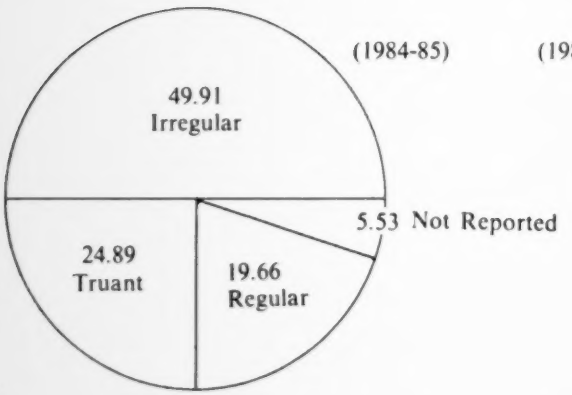
(NOTE: This definition does not coincide with the West Virginia School Code.)

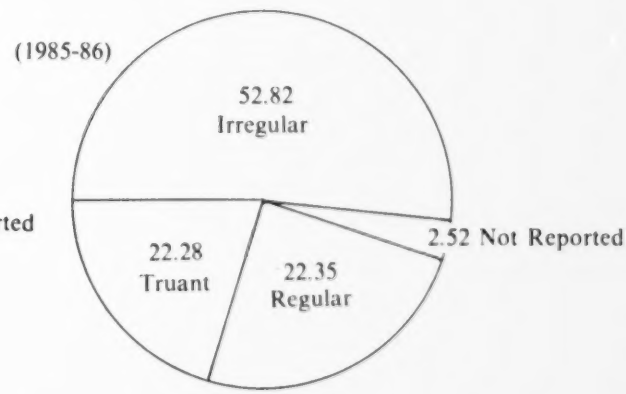
DROPOUTS' ATTENDANCE IN
MIDDLE CHILDHOOD EDUCATION (Grades 5-8)





DROPOUTS' ATTENDANCE RECORD IN
ADOLESCENT EDUCATION (Grades 9-12)





CONCLUSION: Irregular attendance at both middle childhood and adolescent levels is increasing.

QUESTION: What can we do to encourage regular attendance?

WAS THE STUDENT ENROLLED IN A PROGRAM IN COMPLIANCE WITH P.L. 94-142?

EXCEPTIONAL CHILD

	(1984-85)
Not an Exceptional Child	80.32
Behavior Disorders	1.54
Communication Disorders	0.03
Gifted	0.09
Hearing Impaired	0.01
EMI/TMI/PMI	7.65
Physically Handicapped	0.16
Specific Learning Disabilities	7.30
Visually Impaired	0.09
Not Reported	2.75

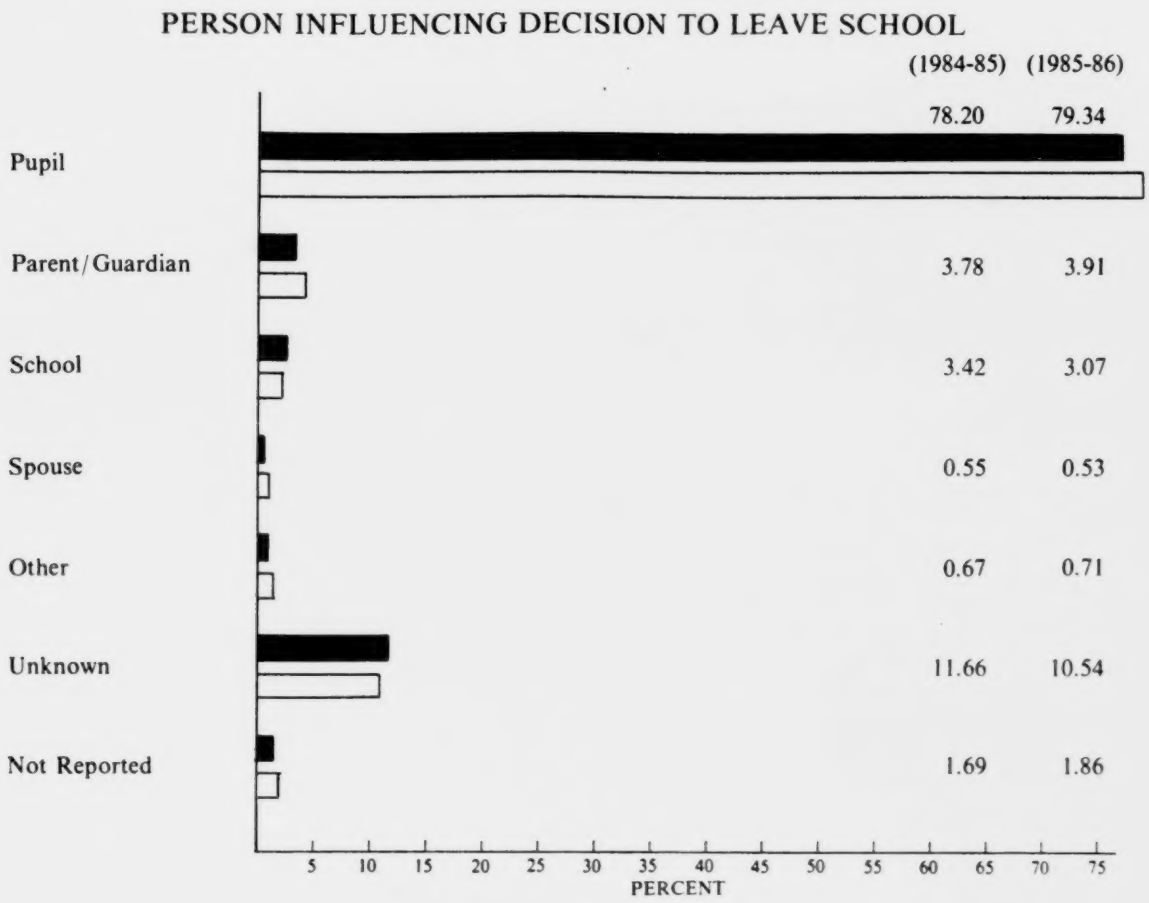
	(1985-86)
Not An Exceptional Child	79.30
Behavior Disorders - Autistic	0.05
Other Than Autistic	1.46
Communications Disorders	0.00
Deaf Blind	0.00
Deaf	0.00
Hard Of Hearing	0.05
Gifted	0.19
Educable Mentally Impaired	7.24
Profoundly Mentally Impaired	0.03
Trainable Mentally Impaired	0.39
Orthopedically Impaired	0.11
Other Health Impaired	0.13
Specific Learning Disabilities	8.56
Visually Impaired	0.03
Not Reported	2.36

CONCLUSION: Approximately 20 percent of the dropouts were enrolled in a program in compliance with P.L. 94-142.

QUESTION: Were all the students requiring exceptional programs identified?

WHOSE IDEA WAS IT FOR THE DROPOUT TO LEAVE SCHOOL?

Whose idea to leave school: Grid in the response that corresponds to whomever is designated by the student as the person whose idea it was for the student to leave school.



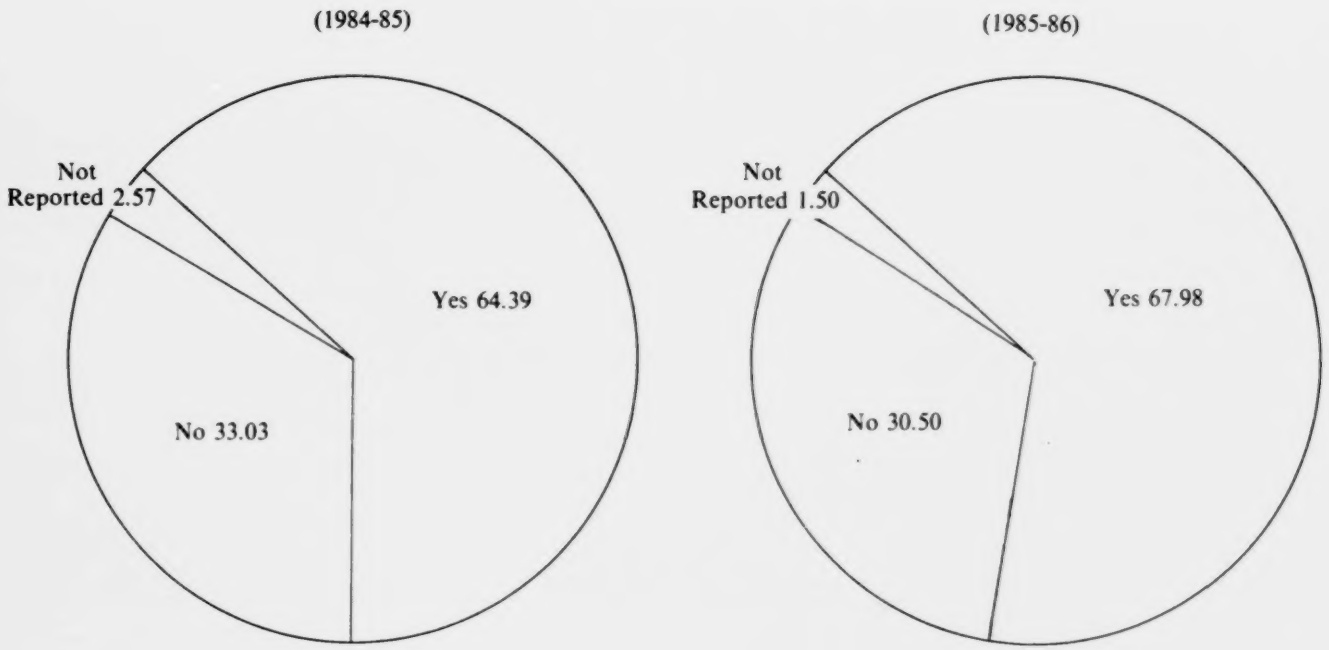
CONCLUSION: Over 79 percent of the dropouts said it was their own idea to leave school.

QUESTION: How can we influence negative attitudes and encourage students to graduate?

WERE THE PARENTS OF THE DROPOUT CONTACTED?

Were parents contacted: Parent contact, whether initiated by school or home, refers to personal contact with the home or guardian at the time of dropping out, immediately prior or subsequent to student's withdrawal from membership. Grid in the response corresponding to the appropriate answer in the space provided.

PARENT CONTACT

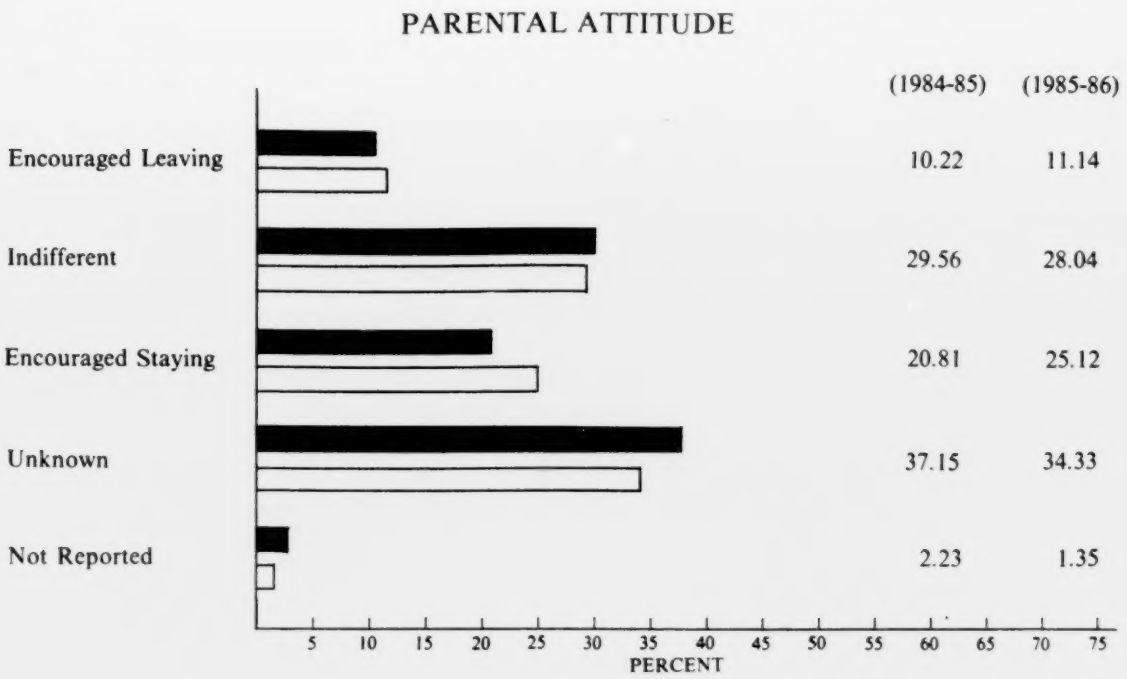


CONCLUSION: Over 67 percent of the parents of droputs were contacted.

QUESTION: How can we solicit the help of parents to keep students in school?

HOW DID THE PARENTS FEEL ABOUT THEIR CHILD DROPPING OUT?

Parent attitude toward dropping out: Grid in the appropriate response of the parental attitude regarding dropping out.



CONCLUSION: The attitude of the parents of over 34 percent of the dropouts is not known.

QUESTION: Can we initiate programs to inform parents about the need for education?

1984-85 ■ 1985-86 □

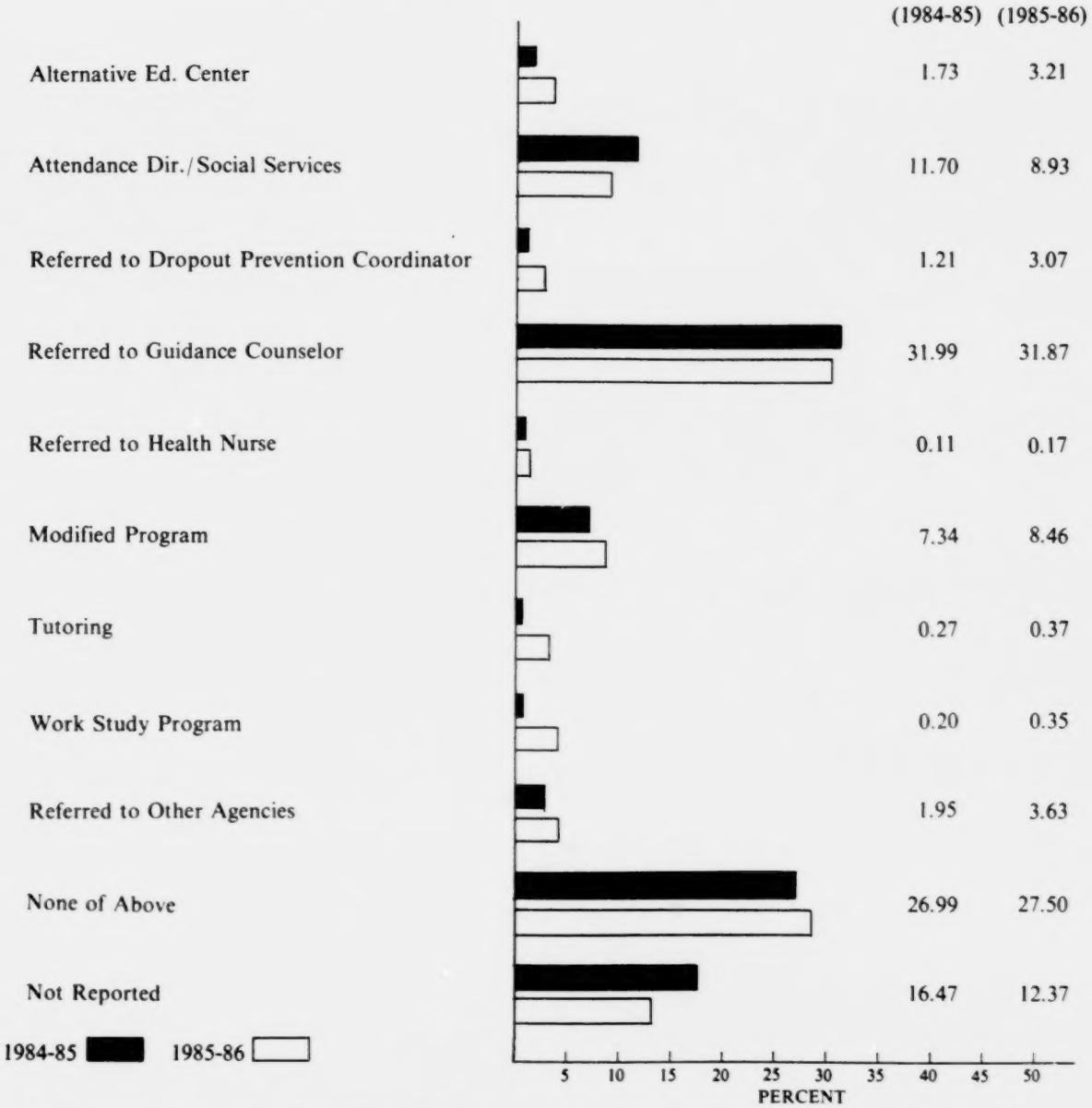
WERE ANY SPECIAL EFFORTS MADE BY THE SCHOOL TO HELP THE DROPOUT?

Special efforts made by school: This item concerns special efforts made by the school to help the student continue his/her education during the regular school term preceding dropping out. Grid in the response that corresponds to efforts made for the student. The term:

Work-Study Program - includes any special provision whereby a part of the student's day is spent in school and part in supervised employment.

Modified Program - refers to any program modifications other than work-study programs.

SPECIAL EFFORTS MADE


(1984-85) (1985-86)
Alternative Ed. Center 1.73 3.21
Attendance Dir./Social Services 11.70 8.93
Referred to Dropout Prevention Coordinator 1.21 3.07
Referred to Guidance Counselor 31.99 31.87
Referred to Health Nurse 0.11 0.17
Modified Program 7.34 8.46
Tutoring 0.27 0.37
Work Study Program 0.20 0.35
Referred to Other Agencies 1.95 3.63
None of Above 26.99 27.50
Not Reported 16.47 12.37
1984-85
1985-86
5 10 15 20 25 30 35 40 45 50
PERCENT

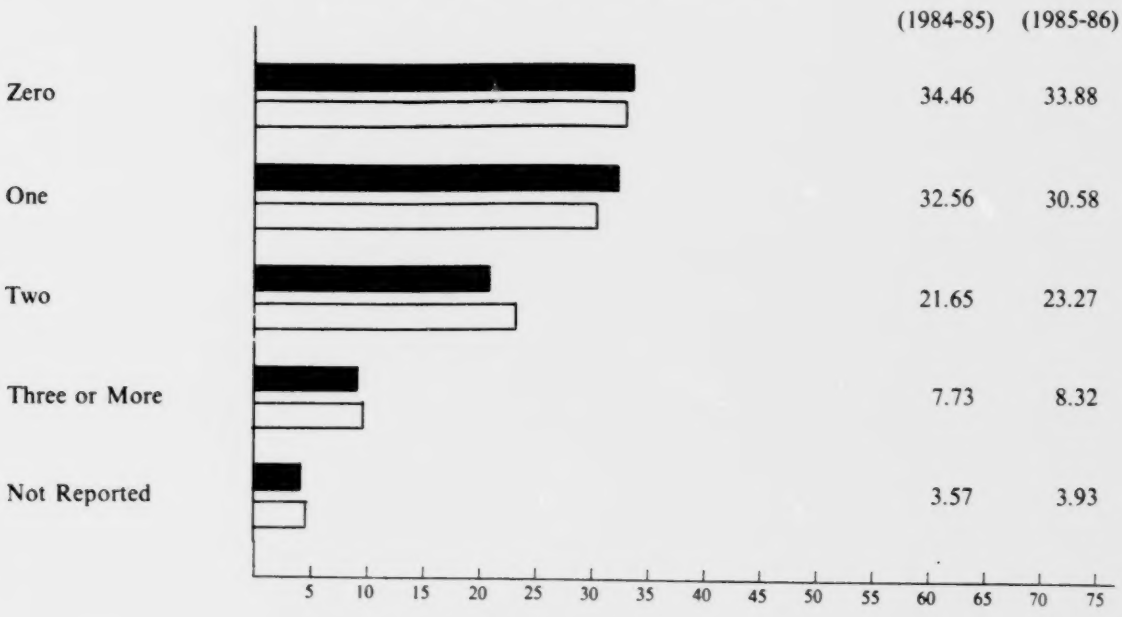
CONCLUSION: Over 31 percent of the dropouts were referred to the school counselor to help the student continue his/her education.

QUESTIONS: How can we increase counselor referrals?
Do we need more dropout prevention coordinators?

NUMBER OF YEARS RETAINED

Number of years retained: Grid in the oval to indicate the number of years the student was retained throughout his/her entire school career.

NUMBER OF YEARS RETAINED



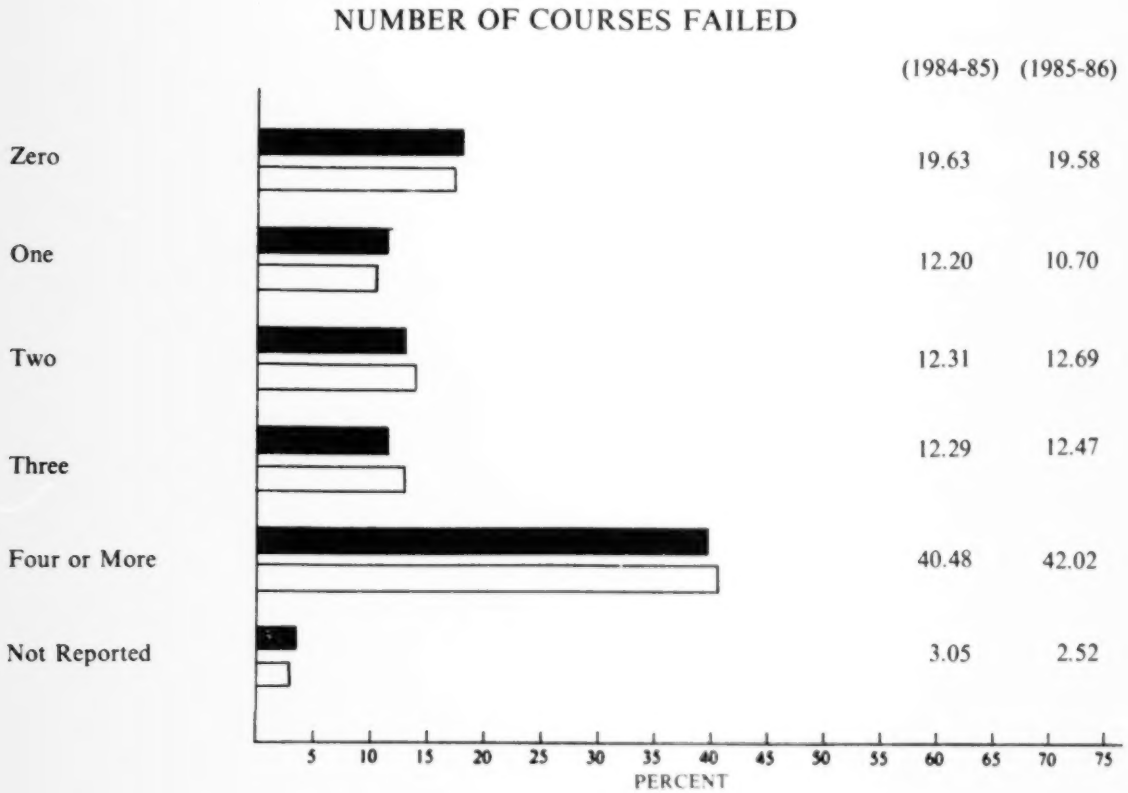
CONCLUSION: Over 33 percent of the dropouts were never retained in school.

QUESTION: How many promotions were social promotions?

1984-85 ■ 1985-86 □

HAS THE DROPOUT FAILED ANY COURSES AT LAST REPORT?

Number of courses failed at last report: Grid in the number of courses the student failed during the working semester immediately preceding withdrawal.



CONCLUSION: Over 42 percent of the dropouts failed 4 or more courses during the working semester immediately preceding withdrawal.

QUESTION: Did counselors talk to the students who failed courses? Were remedial programs provided?

1984-85 ■ 1985-86 □

THE DROPOUT WAS IN WHAT PROGRAM OF STUDIES?

Program of studies: Grid in the choice that corresponds to the type of program in which the student was enrolled.

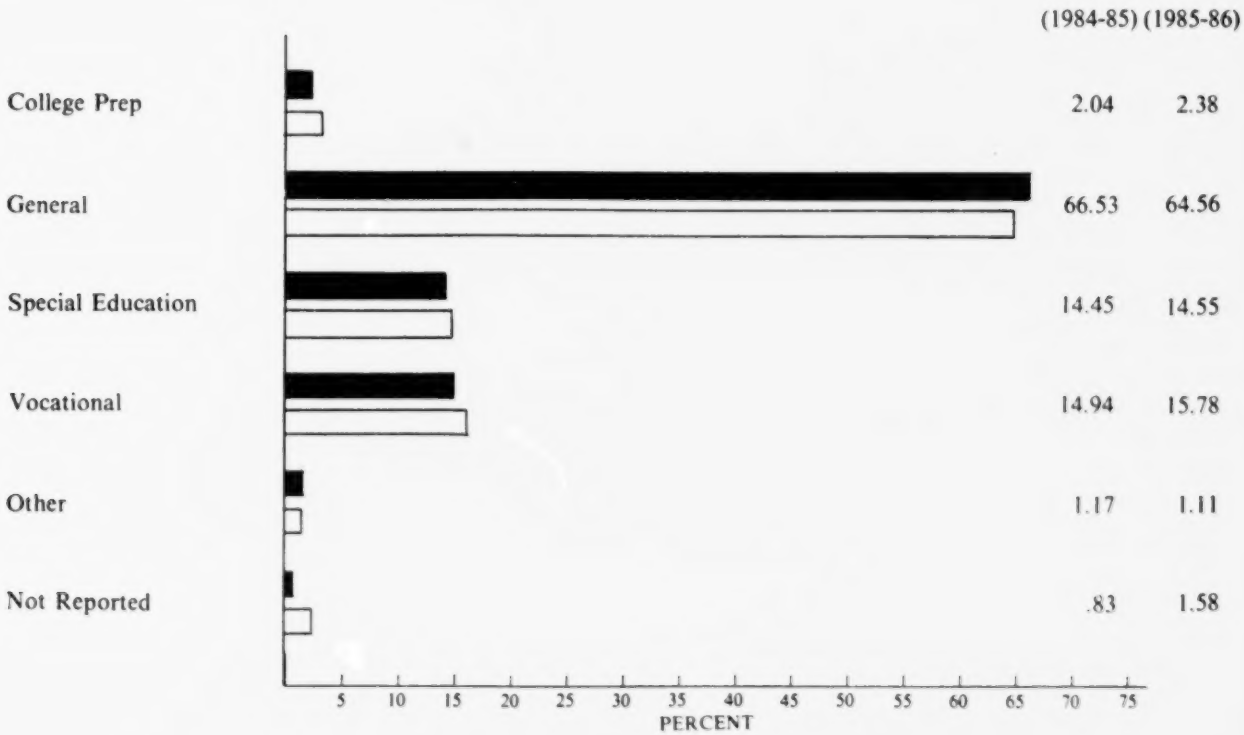
COLLEGE PREP - A program of studies designed to prepare one for admission to higher education.

GENERAL - A program not specifically designed to prepare for college.

SPECIAL EDUCATION - A modified program for students (e.g., communication disorders, behavior disorders) who deviate so far physically, mentally, emotionally, or socially from the relatively homogeneous groups of so-called "normal" students that the standard curriculum is not suitable for their needs.

VOCATIONAL - A program of practical work or instruction in some vocational subject, preparing the student for competent service in a nonprofessional or semi-professional occupation (e.g., welding, auto mechanic, carpentry, etc.)

PROGRAM OF STUDIES



CONCLUSION: Over 64 percent of the dropouts are enrolled in a general education program of study.

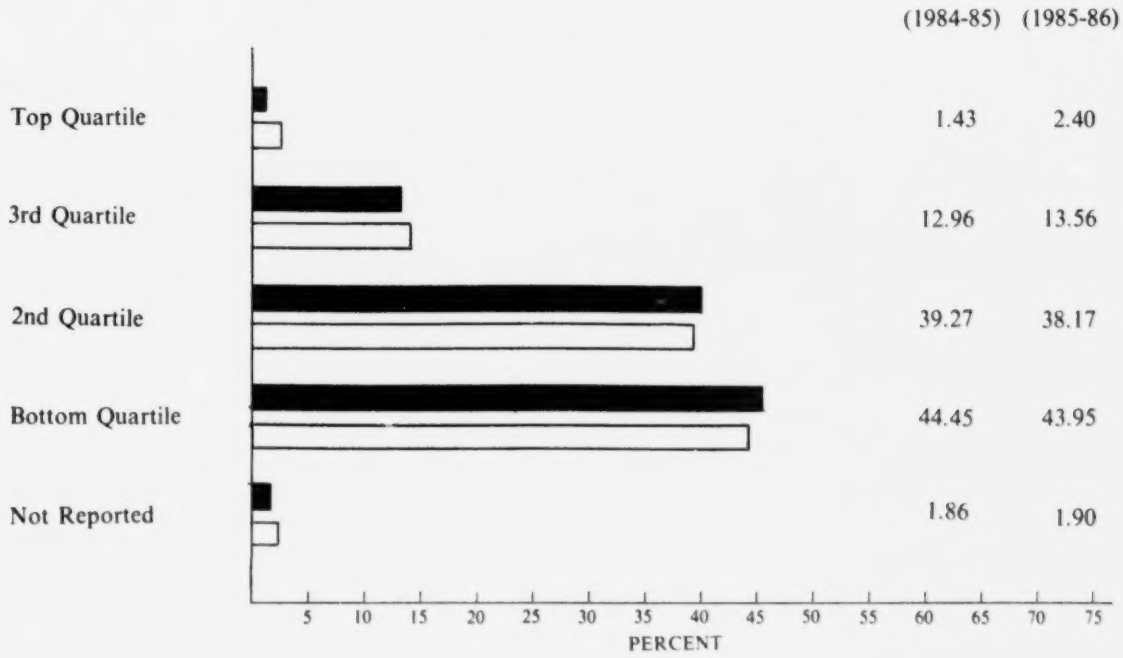
QUESTION: Would potential dropouts benefit from a vocational program of studies?

1984-85 ■ **1985-86** □

WHAT IS DROPOUT'S SCHOLASTIC ABILITY?

Scholastic ability: Grid in the estimated quartile rank that indicates the student's scholastic ability as measured by the most recent test.

SCHOLASTIC ABILITY



CONCLUSION: Over 43 percent of the dropouts rank in the bottom quartile in scholastic ability.

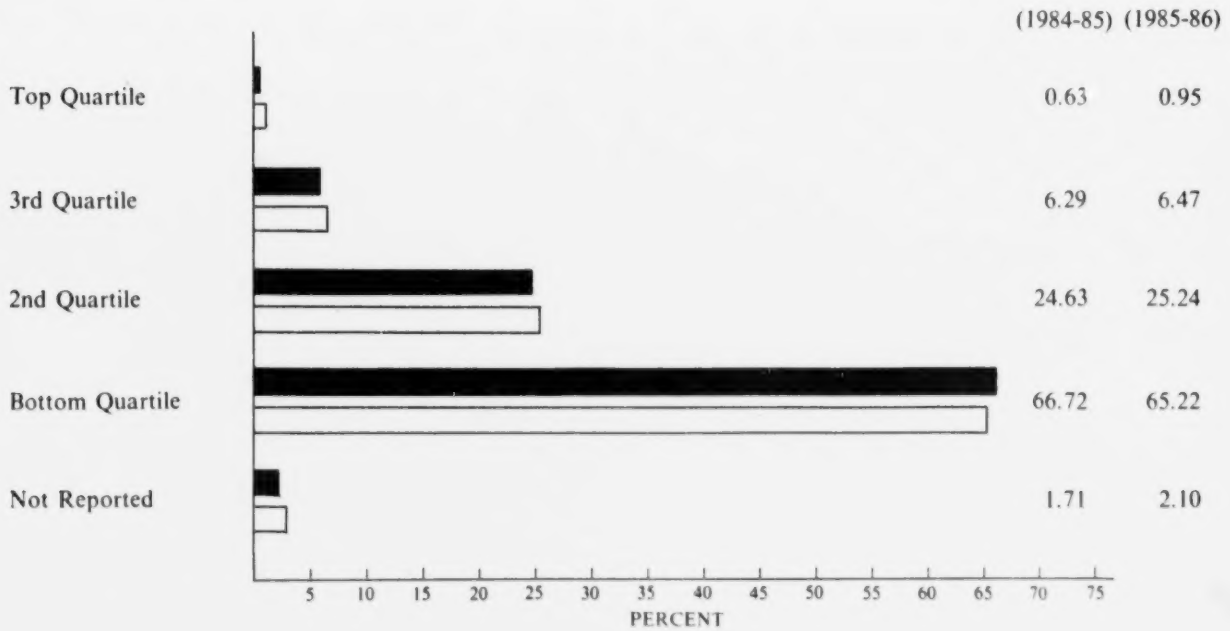
QUESTION: Why do 65 percent of the dropouts rank in the bottom quartile (as recorded on the following chart) when over 54 percent of them have higher scholastic ability than the bottom quartile?

1984-85 ■ 1985-86 □

HOW DOES THE DROPOUT RANK IN CLASS?

Estimated rank in class: Estimated quartile academic rank in class should be based on statistical data when possible. If such information is lacking, the item may be completed by subjective judgment of the counselor or school official whose judgment is considered most relevant.

RANK IN CLASS



CONCLUSION: Over 65 percent of the dropouts rank in the bottom quartile of their class.

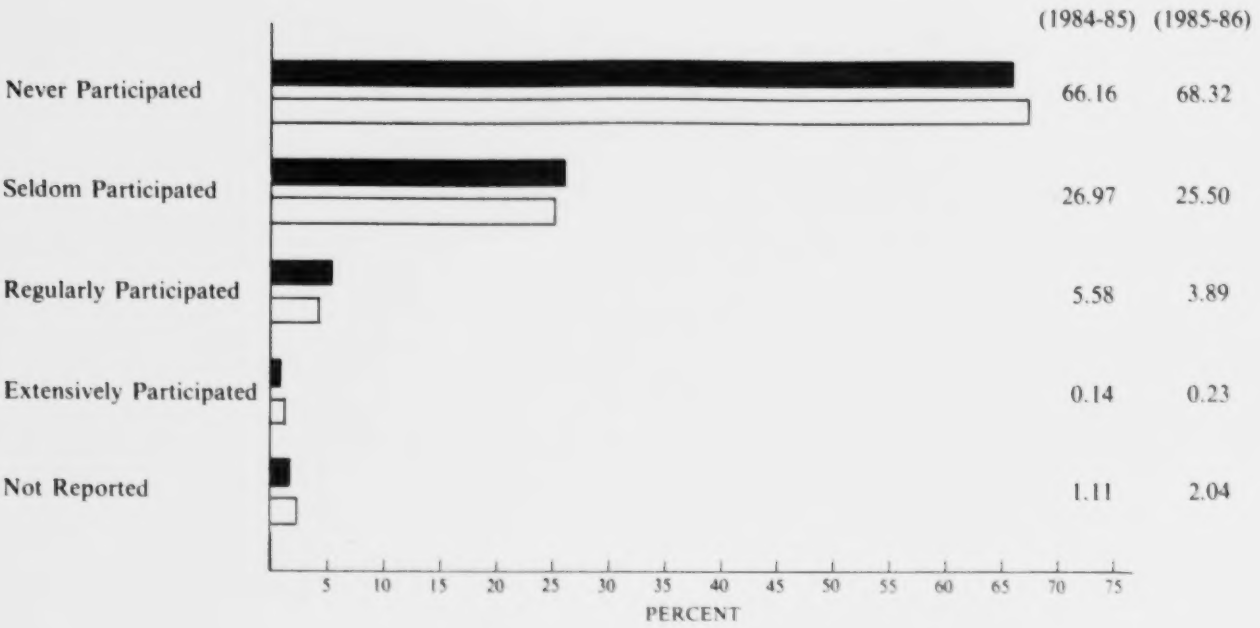
QUESTION: Do students in the bottom quartile of the class need remedial education programs?

1984-85 ■ 1985-86 □

DID THE DROPOUT PARTICIPATE IN EXTRACURRICULAR ACTIVITIES?

Extracurricular activities: Grid in the response which you feel best describes the student's participation in extracurricular activities sponsored by the school.

EXTRACURRICULAR ACTIVITY PARTICIPATION



CONCLUSION: Over 93 percent of the dropouts seldom, if ever, participated in extracurricular activities.

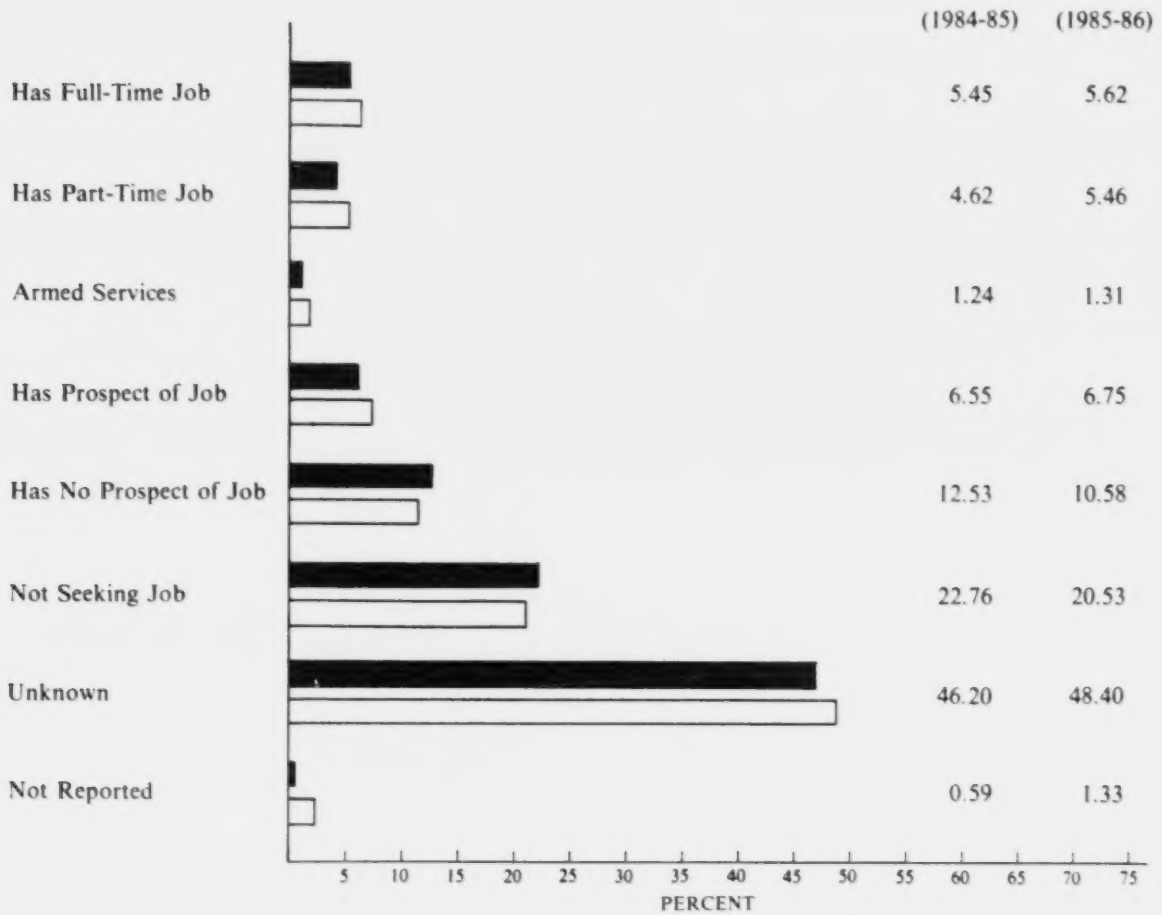
QUESTION: How can we help students feel ownership for the school?

1984-85 ■ 1985-86 □

DID THE DROPOUT HAVE EMPLOYMENT PLANS?

Work plans: Grid in the response that corresponds to the immediate work plans of the student.

EMPLOYMENT PLANS



CONCLUSION: Over 31 percent of the dropouts have no prospect of a job or are not looking for one.

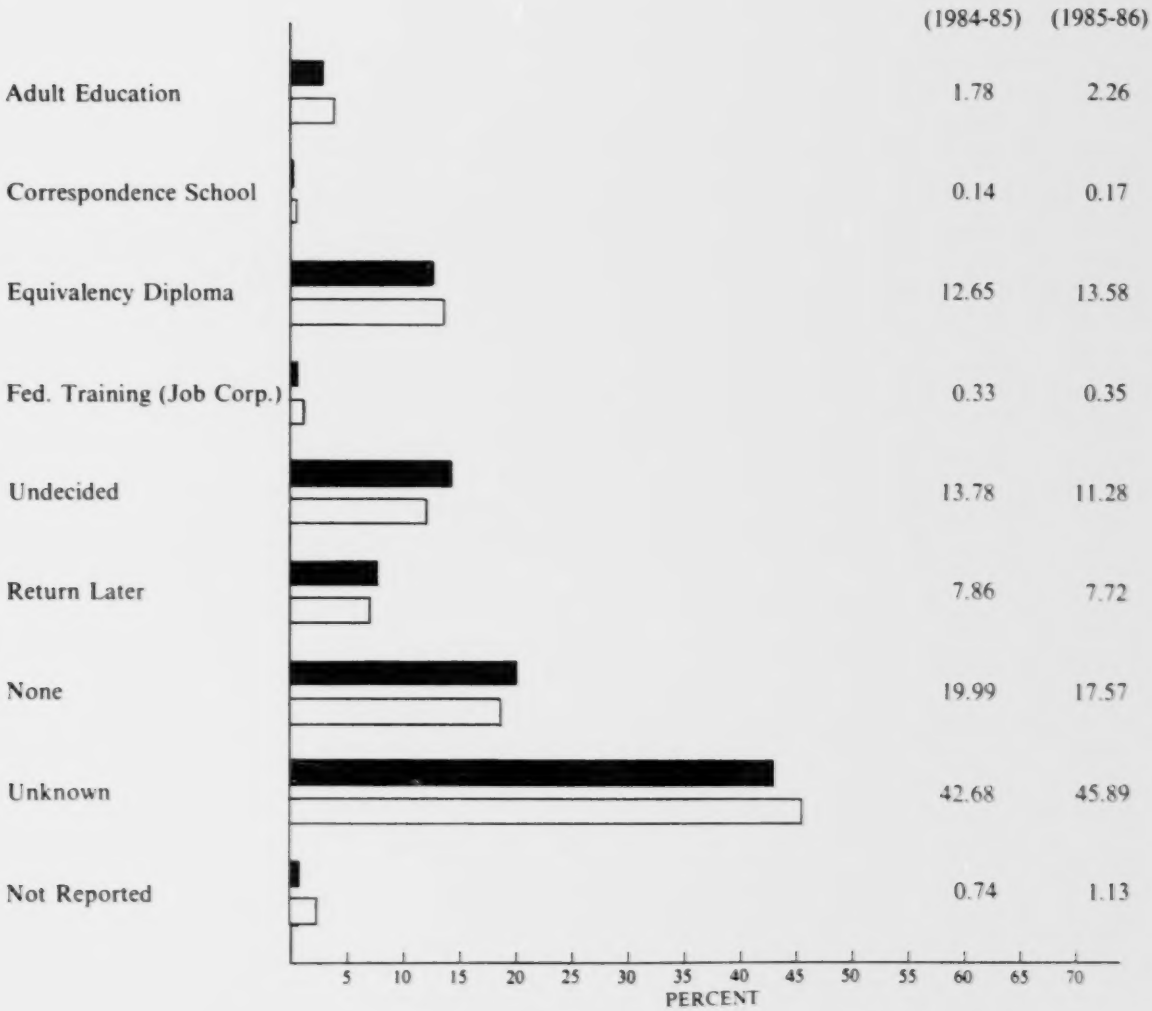
QUESTION: How can we help dropouts find employment?

1984-85 ■ 1985-86 □

DOES THE DROPOUT HAVE FUTURE EDUCATIONAL PLANS?

Future educational plans: Grid in the response that corresponds to the future educational plans of the student in the space provided.

FUTURE EDUCATIONAL PLANS


(1984-85) (1985-86)
Adult Education 1.78 2.26
Correspondence School 0.14 0.17
Equivalency Diploma 12.65 13.58
Fed. Training (Job Corp.) 0.33 0.35
Undecided 13.78 11.28
Return Later 7.86 7.72
None 19.99 17.57
Unknown 42.68 45.89
Not Reported 0.74 1.13
5 10 15 20 25 30 35 40 45 50 55 60 65 70
PERCENT

CONCLUSION: Only 24 percent of the dropouts have future educational plans.

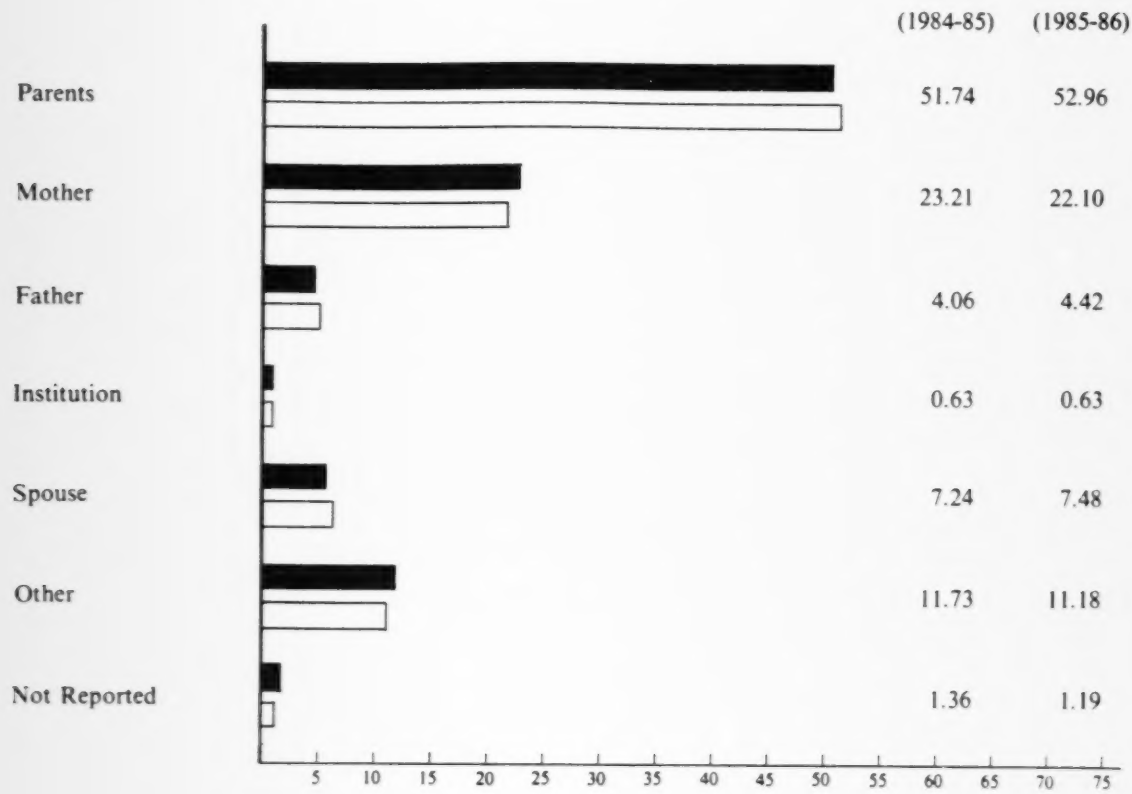
QUESTION: How can we help the other 76 percent of dropouts make some kind of educational plan? Do those who plan to return later succeed in completing their education?

1984-85 ■ 1985-86 □

WHO IS THE DROPOUT LIVING WITH?

Pupil living with: Grid in the response that corresponds with whom the student is living.

HOME SITUATION



CONCLUSION: Over 52 percent of the dropouts live with their parents.

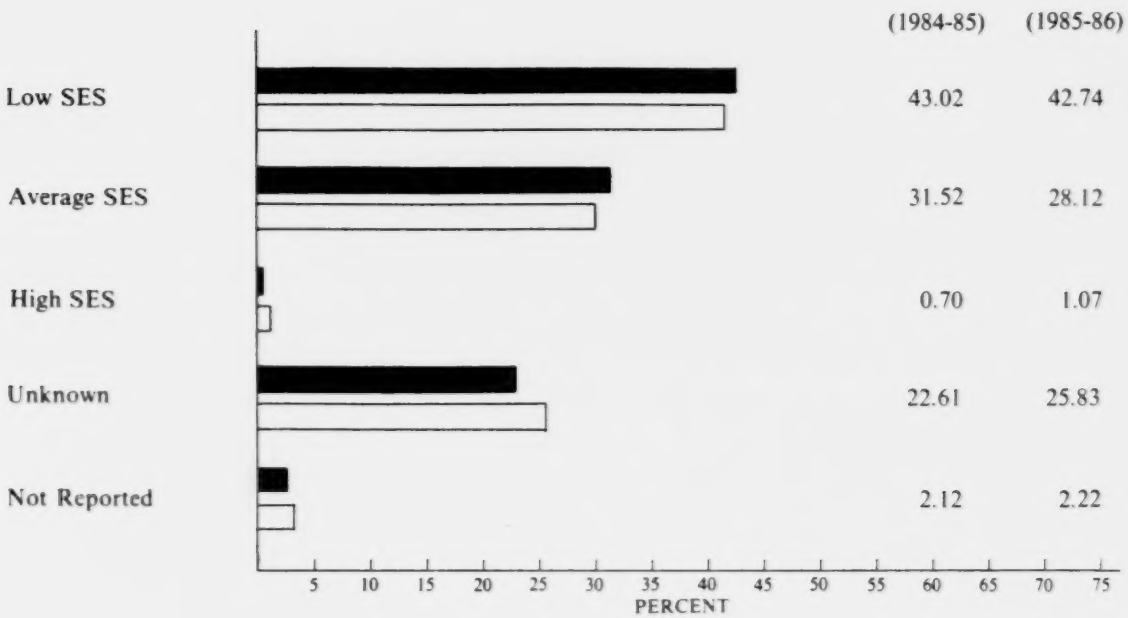
QUESTION: How can we help these parents influence their children to stay in school?

1984-85 ■ 1985-86 □

WHAT IS THE ECONOMIC STATUS OF DROPOUT'S RESIDENCE?

Economic status of residence: Economic status is based on subjective judgment. Reference point for "Average" is the larger community of the city or town, not the immediate neighborhood. (Example: A household economically average for its neighborhood, but which is considered below the mean income for a city, would be determined "low SES.") Rural schools should consider the county as the point of reference. Grid in the response corresponding to the appropriate category.

ECONOMIC STATUS



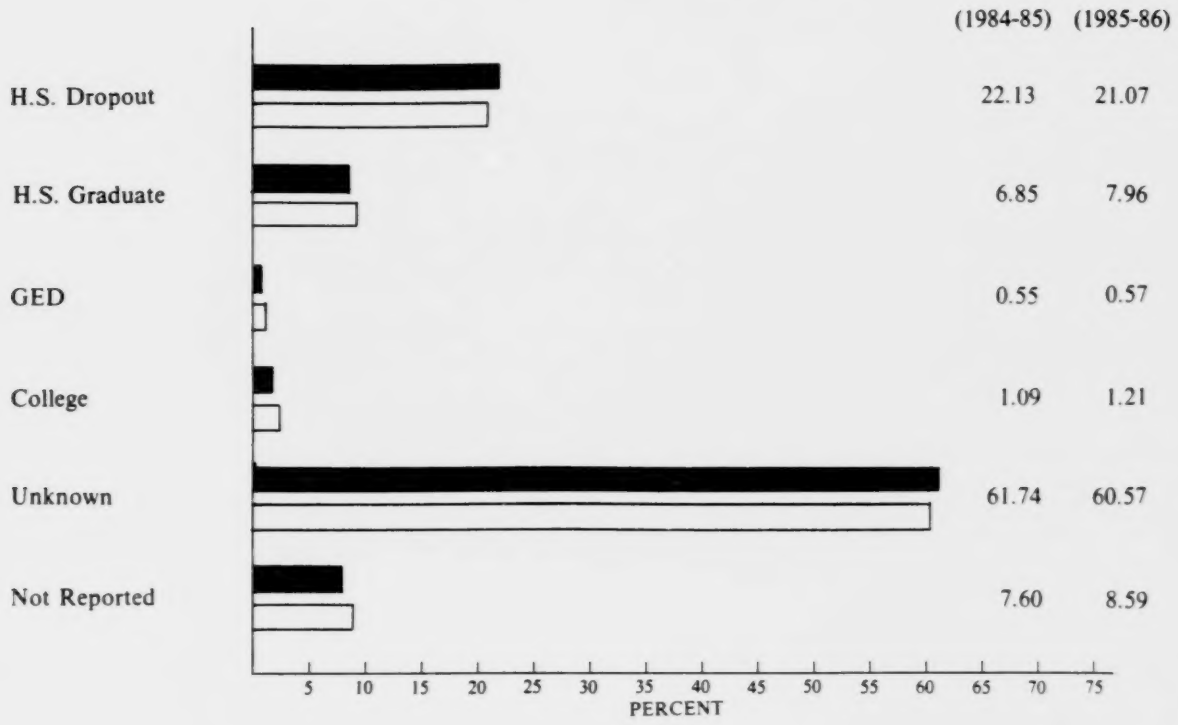
CONCLUSION: Over 42 percent of the dropouts live in a household which is below the average income for the county.

QUESTION: Does low SES mean that the family places a low value on education?

1984-85 ■ 1985-86 □

WHAT IS THE EDUCATION LEVEL OF THE PARENTS?

FATHER



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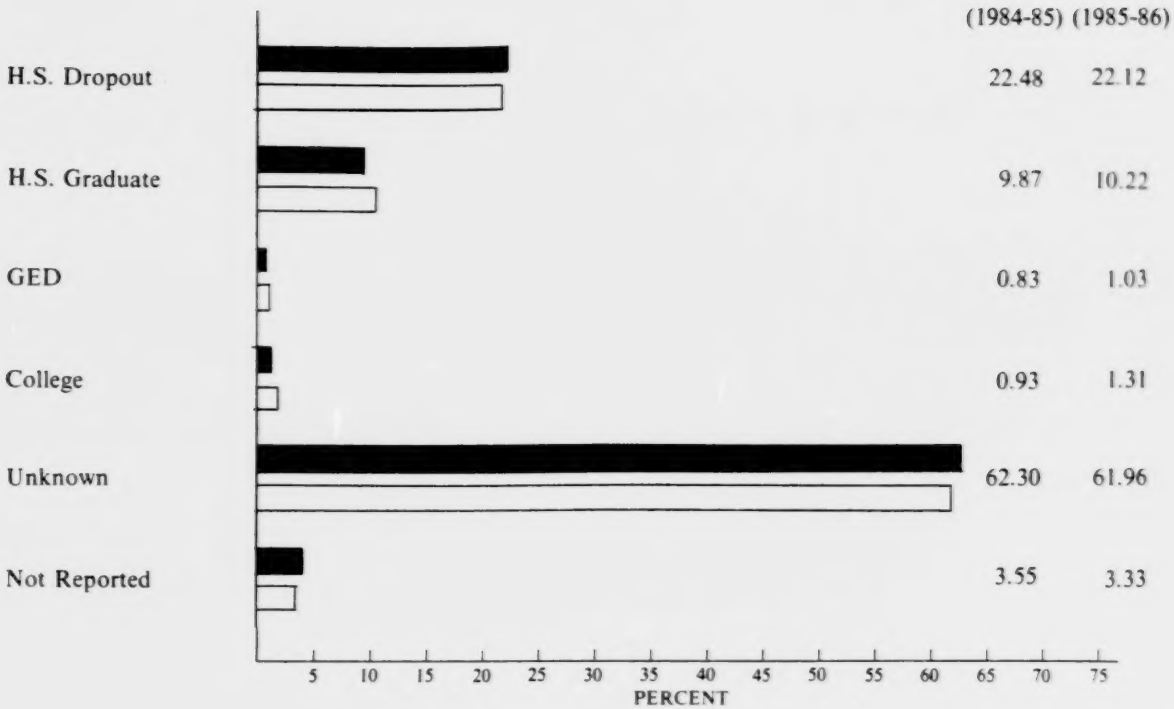
MOTHER



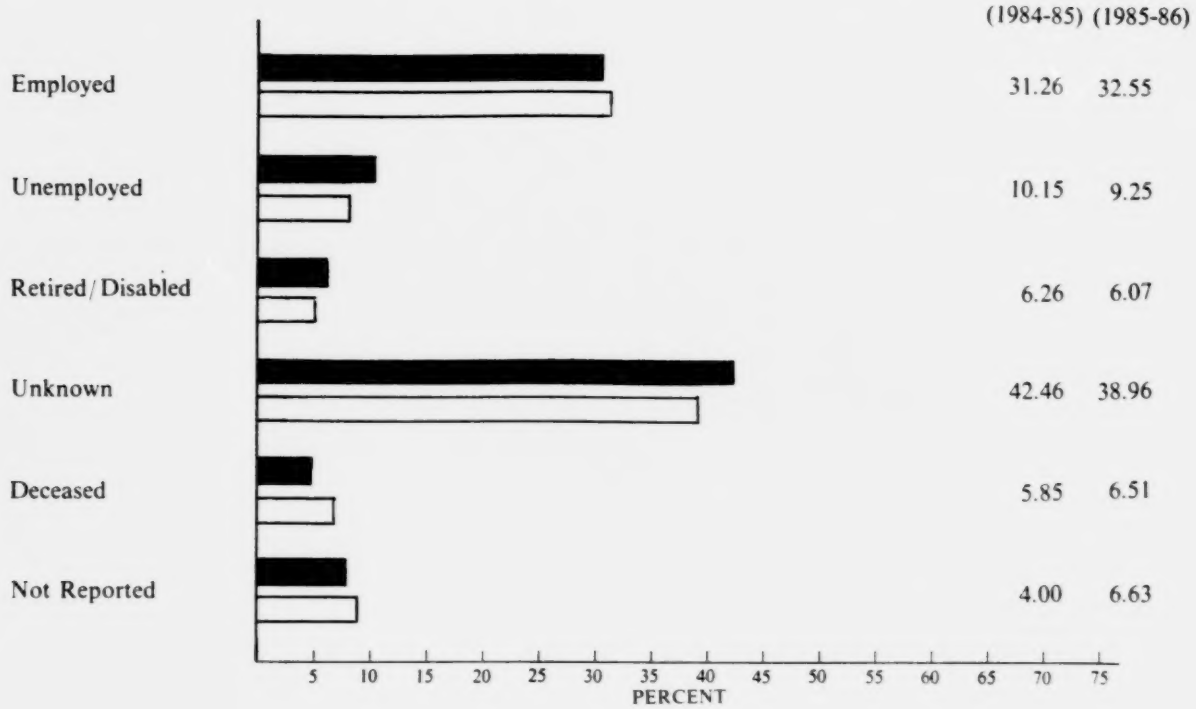
CONCLUSION: Over 21 percent of the parents of school dropouts were reported as having also dropped out of school. The education level of over 60 percent of the parents is not known.

QUESTION: Can we encourage participation in adult education classes?

1984-85 ■ 1985-86 □

WHAT IS THE WORK STATUS OF THE PARENTS?

FATHER



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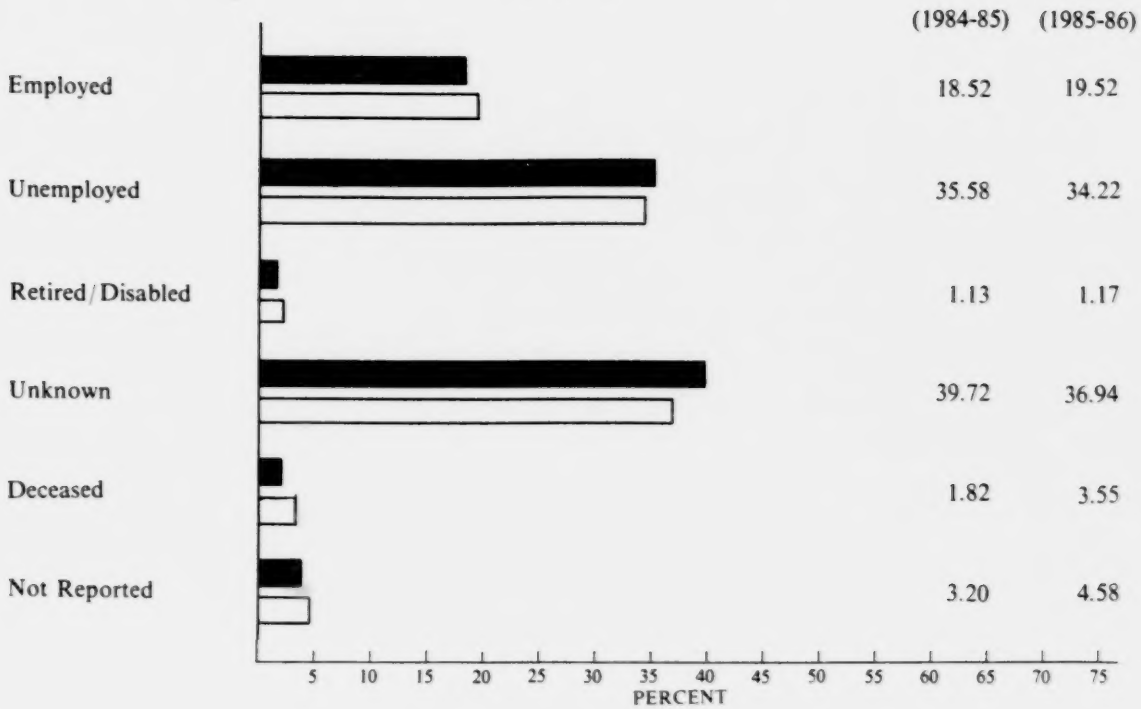
MOTHER



CONCLUSION: Over 32 percent of the fathers are employed and over 19 percent of the mothers are employed.

QUESTION: Do the mothers have employable skills?

1984-85 ■ 1985-86 □

WHAT REASONS DID THE STUDENTS GIVE FOR LEAVING SCHOOL?

Reasons	Boys		Girls		Total	
	(1984-85)	(1985-86)	(1984-85)	(1985-86)	(1984-85)	(1985-86)
Academic Difficulty	8.79	8.82	5.30	5.47	7.24	7.38
Behavioral Difficulty	2.13	2.53	0.71	0.60	1.50	1.70
Dislike of School Experiences	20.18	19.76	14.31	13.96	17.58	17.27
Economic Reasons	2.13	1.70	0.67	0.83	1.49	1.33
Employment	4.51	4.48	1.22	1.29	3.05	3.11
Family Care Responsibility	0.83	1.25	4.88	4.82	2.62	2.78
Lack of Appropriate Curriculum	0.83	0.76	0.63	0.60	0.74	0.69
Lack of Interest or Motivation	29.67	26.98	22.94	18.87	26.70	23.51
Marriage	1.06	0.86	9.34	10.66	4.73	5.06
Pregnancy	0.00	0.13	6.44	6.40	2.85	2.82
Marriage/Pregnancy	0.10	0.17	3.70	4.35	1.69	1.96
Needed at Home	0.83	0.62	1.97	1.80	1.34	1.13
Parental Influence	0.70	0.90	1.17	1.06	0.91	0.97
Physical Illness/Disability	0.73	0.65	1.09	1.29	0.89	0.93
Exceeded Allowable Absences	3.10	2.88	2.86	2.69	2.99	2.80
Poor Pupil-Staff Relationships	1.03	0.90	0.21	0.55	0.67	0.75
Poor Relationships With Fellow Pupils	0.26	0.27	0.37	0.46	0.31	0.35
Transportation Difficulty	0.20	0.06	0.42	0.27	0.29	0.15
Unknown	13.83	14.03	12.00	11.82	13.02	13.08
Other	3.91	4.51	4.80	4.26	4.30	4.40
Not Reported	5.08	7.64	4.88	7.83	4.99	7.72
	N=2992	N=2879	N=2375	N=2156	N=5367	N=5035

CONCLUSION: Over 51 percent of the dropouts gave direct school related reasons for leaving.

QUESTION: What can we do to increase interest in school?

WHAT REASONS DID THE SCHOOL GIVE FOR THE STUDENTS LEAVING SCHOOL?

Reasons	Boys		Girls		Total	
	(1984-85)	(1985-86)	(1984-85)	(1985-86)	(1984-85)	(1985-86)
Academic Difficulty	10.72	9.58	5.72	5.42	8.51	7.80
Behavioral Difficulty	4.07	5.21	1.26	1.76	2.83	3.73
Dislike of School Experiences	13.50	12.78	10.61	10.34	12.22	11.73
Economic Reasons	1.43	1.00	0.54	0.55	1.04	0.81
Employment	2.80	2.77	0.80	1.02	1.91	2.02
Family Care Responsibility	0.83	1.04	4.33	4.03	2.38	2.32
Lack of Appropriate Curriculum	0.93	0.83	0.71	0.37	0.83	0.63
Lack of Interest or Motivation	41.00	39.63	32.16	29.63	37.09	35.35
Marriage	1.13	0.79	7.83	9.13	4.09	4.36
Pregnancy	0.00	0.10	6.02	6.40	2.66	2.80
Marriage/Pregnancy	0.10	0.13	3.53	4.22	1.62	1.88
Needed at Home	0.36	0.31	1.26	1.29	0.76	0.73
Parental Influence	0.96	1.14	1.68	1.62	1.28	1.35
Physical Illness/Disability	0.36	0.31	0.96	1.11	0.63	0.65
Exceeded Allowable Absences	4.91	5.10	4.25	4.54	4.62	4.86
Poor Pupil-Staff Relationships	0.53	0.59	0.12	0.23	0.35	0.43
Poor Relationships With Fellow Pupils	0.33	0.41	0.29	0.32	0.31	0.37
Transportation Difficulty	0.06	0.06	0.29	0.13	0.16	0.09
Unknown	6.95	6.46	7.07	6.44	7.00	6.45
Other	4.14	4.13	5.17	3.80	4.60	3.99
Not Reported	4.77	7.53	5.30	7.56	5.01	7.54
	N=2992	N=2879	N=2375	N=2156	N=5367	N=5035

CONCLUSION: The schools felt that over 56 percent of the dropouts left for direct school related reasons.

QUESTIONS: Why are the schools' reasons different from the students' reasons?
How can we increase interest in school?

APPENDIX

CALCULATING DROPOUT PERCENTAGES

Since 1974, the West Virginia Department of Education has been using a system of computing dropout rates which is rather uncommon, but which provides a realistic estimate of a hard to determine statistic. The key to establishing a method of calculating a dropout rate is to define what a "dropout rate" is. In West Virginia it is felt that the most meaningful definition of "dropout rate" is "the percentage of students exiting school without completing their educational program." This definition, as accepted, dictates the following formula for determing the dropout rate:

	No. of Dropouts	÷	(No. of Graduates	+	No. of Dropouts)	= Dropout Rate
1984-85	5,367	÷	(22,262	+	5367)	= 19.43
1985-86	5,036	÷	(21,870	+	5036)	= 18.72

This formula is valid if there are only two ways (other than death) of exiting school - graduation or dropping out.

The current method of computing dropouts in West Virginia has worked out quite well during the past twelve years. The dropout rate, as calculated, has remained quite stable alleviating some fear that this procedure might cause calculated rates to vary widely from year to year and group to group. The methods of computing and defining dropout rates are compatible, thus making it easy to discuss the dropout rate with educators and the lay public. Finally, the dropout rate communicates clearly to educational decision makers that 18.72% of West Virginia's youth move out of the schools and into adult roles without a high school diploma.

Percent of Dropouts for 1984-85 and 1985-86

	Number of Graduates	Number of Dropouts	Total Graduates & Dropouts	Percent of Dropouts
1984-85	22,262	5,367	27,629	19.43
1985-86	21,870	5,036	26,906	18.72

Percent Of Dropouts

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Barbour	31.30	29.96	29.00	22.48	29.82	31.77	37.58	34.92	18.69	18.05	22.37	19.40
Berkeley	28.78	31.33	25.24	26.20	31.87	28.69	26.65	22.66	23.12	26.65	25.87	30.86
Boone	33.51	38.31	39.10	33.85	36.54	36.59	32.31	31.52	23.83	18.16	19.87	25.54
Braxton	30.47	22.10	18.57	21.15	35.09	31.03	14.75	30.07	27.48	27.01	27.42	20.76
Brooke	19.55	19.83	19.40	18.17	15.94	15.37	13.10	11.16	9.97	12.41	10.26	12.61
Cabell	23.58	27.17	25.38	28.29	24.82	23.46	20.13	21.19	15.15	19.37	15.14	14.27
Calhoun	22.92	34.62	31.51	36.21	39.20	38.36	34.55	31.76	26.57	23.61	30.00	19.66
Clay	38.10	37.67	20.36	24.48	41.26	38.18	31.10	28.44	24.12	29.41	36.02	39.56
Doddridge	25.37	19.64	29.22	33.33	22.46	35.07	30.20	32.43	30.76	33.07	36.29	27.59
Fayette	32.63	33.19	31.52	29.25	26.48	24.56	26.07	24.15	27.39	28.16	28.40	22.55
Gilmer	28.46	25.68	30.99	17.65	38.41	35.48	35.22	22.22	25.56	28.47	16.52	23.58
Grant	12.32	14.77	15.08	17.07	31.55	15.19	16.47	18.39	10.96	13.60	11.04	11.46
Greenbrier	31.55	32.26	30.87	28.67	37.27	37.92	31.82	28.86	17.55	18.82	11.80	19.41
Hampshire	26.75	23.15	31.65	23.60	18.15	22.51	24.64	22.68	27.20	18.07	31.09	21.24
Hancock	9.96	16.57	12.55	13.34	17.02	18.39	13.11	10.56	10.57	10.70	8.23	16.54
Hardy	23.76	26.11	23.50	25.37	23.91	25.67	20.94	18.24	19.27	16.86	19.08	19.41
Harrison	30.40	26.86	28.37	24.76	21.88	22.45	19.58	16.50	16.93	12.65	15.36	15.91
Jackson	17.52	12.40	16.45	15.02	20.57	18.12	14.53	14.84	15.23	17.81	13.13	15.83
Jefferson	36.67	27.12	34.58	37.55	40.04	30.94	31.59	33.27	22.85	25.33	25.70	25.17
Kanawha	25.56	20.83	22.27	22.03	23.62	21.32	19.76	16.58	15.78	12.73	14.50	15.05
Lewis	26.52	24.02	24.68	23.81	20.60	24.56	21.36	19.33	16.14	13.44	25.41	13.87
Lincoln	29.88	30.86	35.68	33.17	34.29	35.26	30.98	25.06	26.17	29.47	27.98	31.38
Logan	34.17	36.65	33.14	36.23	36.37	37.79	34.38	26.37	29.82	25.03	24.90	20.95
Marion	27.21	24.98	25.50	23.54	27.49	27.94	22.15	22.03	24.83	21.11	20.13	16.39
Marshall	26.43	25.76	28.50	23.16	21.48	15.52	24.63	15.95	13.13	11.74	17.22	13.16
Mason	21.08	17.39	19.38	18.96	19.47	15.51	12.34	21.18	14.35	14.96	16.11	15.24
Mercer	27.04	31.92	27.13	29.00	32.99	30.30	24.39	21.67	19.25	22.53	22.42	20.61
Mineral	14.88	15.49	17.76	21.11	15.25	14.99	17.56	14.58	14.43	11.95	9.47	11.63
Mingo	18.51	22.43	11.95	16.22	16.30	10.83	21.90	34.41	23.36	22.85	28.16	19.64
Monongalia	25.20	23.15	31.07	25.60	30.65	27.36	26.19	26.41	27.07	26.92	22.55	22.05
Monroe	20.22	23.53	19.14	11.83	24.27	20.10	21.29	22.33	16.26	17.36	22.22	17.54
Morgan	27.55	22.49	27.04	14.97	14.89	22.93	27.54	23.91	18.28	20.23	24.40	19.11
McDowell	42.47	44.86	46.01	42.63	36.43	39.39	41.91	37.73	35.28	26.53	23.28	22.62
Nicholas	25.76	24.06	25.48	29.57	29.37	22.18	18.14	21.70	25.22	15.93	15.16	19.82
Ohio	22.08	22.57	29.63	27.36	28.73	26.34	21.63	19.26	15.75	18.57	17.97	12.55

PERCENT OF DROPOUTS (Con't.)

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Pendleton	16.15	21.31	15.11	17.69	12.98	12.00	13.01	21.43	15.32	18.11	12.70	18.02
Pleasants	28.47	20.65	27.71	28.08	26.71	18.37	23.08	17.50	21.79	14.38	15.91	15.97
Pocahontas	31.49	25.49	21.08	21.31	19.61	26.28	22.30	19.89	19.33	20.43	18.13	16.30
Preston	26.96	25.73	27.65	34.41	27.37	23.40	24.95	25.31	21.73	17.51	18.16	15.66
Putnam	22.88	25.04	23.81	20.51	23.34	21.02	15.70	11.56	12.82	14.72	12.46	15.07
Raleigh	33.44	35.36	37.67	37.03	36.07	28.84	26.72	25.57	26.92	29.99	30.79	27.05
Randolph	30.00	29.15	27.99	25.97	32.58	24.84	27.92	24.74	24.17	23.88	11.70	26.59
Ritchie	28.24	24.88	26.55	25.00	21.20	21.62	27.13	17.03	19.47	25.73	20.86	16.77
Roane	33.33	37.58	39.60	40.59	30.43	23.23	26.02	23.11	22.27	17.37	18.39	16.74
Summers	19.66	40.08	31.98	41.22	29.26	36.88	38.22	31.82	31.67	30.85	24.62	17.32
Taylor	32.51	34.35	30.35	38.51	27.59	25.00	24.67	15.06	24.62	26.07	23.46	24.79
Tucker	17.29	24.00	10.14	24.34	15.54	17.83	20.15	16.90	8.22	10.95	11.28	12.74
Tyler	22.99	21.14	17.62	30.81	12.50	23.81	14.37	11.44	9.82	13.81	13.61	8.95
Upshur	25.74	27.51	28.26	33.76	22.40	30.77	21.01	24.05	20.09	13.14	20.98	21.53
Wayne	26.42	32.95	32.33	31.63	38.61	30.16	26.78	25.36	21.29	22.74	21.25	19.05
Webster	56.18	48.24	55.46	45.96	56.18	50.79	36.32	28.44	29.30	25.49	26.79	23.46
Wetzel	22.48	20.87	22.45	17.73	22.05	19.26	20.71	17.94	17.24	15.17	13.33	14.86
Wirt	14.14	38.60	15.97	19.33	10.92	24.60	17.59	18.05	10.52	9.78	10.71	18.06
Wood	24.99	24.02	20.71	25.01	25.06	23.79	19.81	17.76	14.09	14.63	13.69	12.70
Wyoming	22.40	22.03	16.70	14.43	18.46	22.02	23.57	23.11	19.41	17.58	19.44	20.74
STATE	27.12	27.16	26.94	26.74	27.46	25.71	23.62	21.96	20.10	19.57	19.43	18.72

DROPOUT PREVENTION

Dropping out of school is a student's solution for a need not met. An important conceptual framework about the nature of human needs was developed by a psychologist Abraham Maslow. Maslow assumes that human beings are wanting and as soon as one need is satisfied, another appears in its place. According to Maslow the process is continuous from birth to death in a hierarchical order. Maslow believes that all people have five levels of needs:

Self-actualization

Achievement

Social relationships

Security

Physical survival

As each student progresses through school their social needs increase. This is particularly true in terms of participation and acceptance in the youth culture of the school. Students want to belong, be accepted, give and receive friendship.

Maslow contends that above the social needs are the needs of greatest significance. Achievement and self-actualization are really self-esteem needs and they are characterized by a student's needs for status, for recognition, for achievement, for competence, for knowledge, and for recognition, appreciation and respect in the youth culture.

The deprivation of needs has behavioral consequences. Truancy, discipline problems and low academic achievement are symptoms of deprivation of social and self-esteem needs and indicate varying degrees of alienation. If students are not able to experience success at school, the chance for development of a negative attitude toward school and education increases. As this attitude evolves over time the probability of a decision to drop out increases.

Many of the characteristics that differentiate a potential dropout or high risk student from a non-dropout are unique for the individual and cannot be readily changed by the school; e.g., academic aptitude, parents' educational level, number of siblings, etc. Some of the characteristics, however, are directly related to the school experience and school personnel can have a tremendous impact on changing the behavior of these at-risk students. In addition, it is often necessary for faculty and staff to change their behavior and perceptions of these students. Several conditions that may have to change among school staff members if they are to deal effectively with potential dropouts are as follows:

1. School staff members must become interested in and feel responsible for developing a structure that meets the needs of high-risk students.

2. School staff members must be willing to allocate time and human resources to develop and implement programs that meet students' needs.

3. Faculty and staff members chosen to work with dropout programs must be conducive to an alternative school program philosophy which is typically non-traditional.

4. Since some potential dropout programs are operated after the regular school day has finished, those staff members involved must be willing to readjust their work day.

Effective dropout prevention programs address social and self-esteem needs. A primary focus of these programs is to assure opportunity, through open communication and problem solving for students and teachers, to get their needs met. To change the way students act we must create conditions for them to learn: (1) discipline; (2) responsibility; (3) love of learning; (4) everyone can succeed; and (5) rewards are unlimited.

Effective programs for high-risk students change the school in the following ways:

1. Teachers and administrators accept the idea that power can be shared with students.
2. Everyone accepts new, effective techniques for communication.
3. More emphasis is placed upon problem solving and open communication.
4. Family and community have direct interaction with the total school.
5. High academic standards are achieved because less time is spent on control and more time on influence.
6. Finally, and most importantly, students are individually responsible and accountable for themselves.

Of the characteristics of high-risk students those directly affected by the school program are: (1) achievement/course grades; (2) interest in school; (3) ability to read; (4) general adjustment to school; (5) school attendance; (6) acceptance by other pupils; and (7) participation in school activities. The following suggestions and ideas are given so that the high-risk student's academic curricula and environment might be adapted to better facilitate his/her success and participation in the overall school program.

EARLY CHILDHOOD

Schools May:

- Create a positive climate that promotes growth of the at-risk student, intellectually, academically, and socially.
- Provide a curriculum that meets the needs of the at-risk student to give a feeling of success and well-being.
- Keep an open-door to parents, volunteers, and all interested persons, so that communications are clear, and concerns about the at-risk students can be conveyed in an understanding way.
- Communicate your pride in your school by including the at-risk student in the responsibility of keeping the school a clean, cheerful and inviting place.
- Provide extracurricular activities that will invite the at-risk student to feel that he/she belongs, and is a part of the group (i.e., Brownies, Cub Scouts, sports, and after school programs).
- Provide a child-centered environment, with adequate time for free play and self-expression.
- Enrich the home life for both the child and his/her family while they are in attendance at the school.
- Provide workshops for professional staff on "how to serve" the needs of at-risk students.

Administration and Principals May:

- Implement the county attendance policy within the design of the school.
- Maintain accurate attendance records on students.
- Promote the development of a school-based attendance committee, or use the present School Based Assistance Team to make educational recommendations.
- Provide alternative plans and programs that are positive in nature, and meet the needs of the at-risk student.
- Ensure appropriate student placement.
- Plan immediate follow up on absences by letter, phone, or other means.
- Maintain positive home/school contact.
- Involve the parent (s), when feasible in the development of a plan for the at-risk student.
- Create innovative school wide attendance programs that encourage students to "want to" come to school.
- Develop and utilize a rating system that teachers can use to identify the at-risk student before he/she enters the next grade.

Counselors May:

- Teach the at-risk student skills to become self-directed and learn decision making.
- Develop a trusting, working relationship with the at-risk student and his/her family.
- Aid the at-risk student in developing greater self-respect and self-confidence through strategies both in and out of school.
- Provide student tutoring programs.
- Provide peer counseling.
- Ensure that the at-risk student receives individual or group counseling to help him/her become a productive member of the student population.
- Consult with principals, teachers, and parents in planning for the at-risk student.
- Help the at-risk student become aware of his/her feelings regarding his/her contribution and performance at school.
- Work with administration in developing positive school programs for the at-risk student.
- Refer the at-risk student and family (if needed) to outside agencies when this type of support or intervention is warranted.
- Develop and implement methods to improve the self-image/self-concept of the at-risk student.
- Help the at-risk student develop socially, so that he/she is not excluded from his/her peer group.

Regular and Special Educators May:

- Give the at-risk student the opportunity to develop his/her talents.
- Set up special activities that treat the social/emotional needs of the at-risk student in the classroom.
- Modify the curriculum, and provide a strong educational program.
- Take an interest in areas of concern to the student other than school.
- Establish a home-visit program to improve home-school relations.
- Be positive and encouraging towards the at-risk student by focusing on his/her strengths.
- Set realistic expectations on academic performance.
- Refer to appropriate personnel early, so that interventions can be provided and evaluated.

Service personnel are sometimes the "Unsung Heroes" in working with potential dropouts. School bus drivers, cooks, custodians, aides, and secretaries can often exert a positive influence on the at-risk student.

Service Personnel May:

- Involve the at-risk student in career awareness activities by showing them the job they do to help the school.
- Take a special personal interest in the identified at-risk student.
- Be available when needed to carry out in-school strategies to aid the at-risk student.

MIDDLE CHILDHOOD

Teachers May:

- Develop teaching behaviors that correlate with student achievement and demonstrate them equitably with low achieving as well as high achieving students.
- Refer students exhibiting potential dropout behaviors and/or characteristics to the School Based Assistance Team; participate in the problem solving meetings related to students referred; assume appropriate responsibility for implementing recommendations of this group.
- Promote education.
- Maintain open communication with parents.
- Seek to maintain a high level of personal self-esteem and in turn value the self-esteem needs of all students.
- Seek out opportunities to study about learning and teaching styles. Use these ideas as tools to help broaden effectiveness.

Counselors May:

- Become a strong member of the School Based Assistance Team and promote its role as a means of school problem solving.
- Develop and implement orientation programs to facilitate the assimilation of students entering from feeder systems and transfers.
- Accept responsibility for (and the frustrations of) advocating the individual in a system designed for groups.
- Maintain a group counseling component for older middle school students.
- Coordinate the school's developmental guidance program to enhance its role in prevention of problems encountered by students.
- Utilize CTBS and other testing to assist in the identification of students in need of remediation of basic skills.
- Promote education.
- Set up, advertise, and adhere to a referral/appointment system for students and parents.
- Maintain an up-to-date knowledge of community resources to be utilized with students and their families.

Principals May:

- Implement a proactive school attendance policy and procedures in conjunction with a student recognition program.
- Use the School Based Assistance Team as a school-related problem solver.
- Implement school improvement programs based on effective schools research.
- Structure a parent volunteer program to provide such dropout preventive services as tutoring, recording texts for non-readers, planning and assisting with school activities, and working with non-English-speaking students.
- Allow for flexible student scheduling to provide for accelerated, on-level, and remedial levels of achievement.
- Utilize information from the West Virginia State-County Testing Program to target curriculum strengths and weaknesses, to target remedial students, to identify students planning to quit school, and to identify developmental guidance needs.
- Promote education.
- Value your teachers' valuing their students' self esteem needs.
- Provide staff development for personnel under your supervision in dropout awareness and prevention, school effectiveness, and teaching/learning styles.

ADOLESCENT LEVEL

Teachers May:

- Integrate teaching behavior into instructional delivery that is equitable for all students.
- Refer at-risk students to appropriate in-school and out-of-school services that will assist in redirecting troubled youth.
- Develop and maintain open lines of communication with all students and parents.
- Learn and use proven techniques that stimulate and expand learning climate.
- Develop positive understanding of the unique needs of at-risk students, both academically and socially.

Counselors May:

- Become the "student advocate" when dealing with all students.
- Develop and implement alternatives that will assist in helping at-risk students:
  a. Reentry programs,
  b. Individual and group guidance activities,
  c. Special classes aimed at goal setting,
  d. Home visits.
- Utilize existing standardized test information to identify and serve at-risk students.
  a. Utilize information available, such as absenteeism rates, GPA's and other information to provide early identification of at-risk students.
  b. Review progress and discipline reports to identify at-risk students for early intervention.
- Become liaison with community resources to serve at-risk students and their families.
- Become familiar with techniques to deal with at-risk students and their families through utilization of home visits.
- Develop resources and techniques to expand upon developmental guidance techniques to enhance the understanding of at-risk students.
- Encourage student participation in extracurricular activities.

Principals May:

- Become an active member of the School Based Assistance Team.
- Utilize a proactive approach to school attendance.
- Serve as a model of leadership when dealing with the at-risk student in all encounters.
- Allow for innovative approaches in scheduling that afford opportunity for the at-risk student.
- Wherever possible utilize volunteer parents as resources to aid in expansion of services.
- Support a strong staff development program that centers on awareness of characteristics of at-risk students and effective teaching and learning techniques.
- Utilize the results of effective schools/teaching research to develop a strong potential for learning for all students.

BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION

II-A YOUTH PROGRAM BRIEFS

COUNTY	PROGRAM BRIEFS	TYPE OF PROGRAM
Berkeley	Middle Schools & High Schools Funding: $309,314 Serving: 275 Ages: 14-21 Preemployment, work maturity, remediation, career awareness, work experience, and tryout employment.	In-School Dropout Prevention
Cabell	Cabell County Vo-Tech Center Funding: $88,699 Serving: 40 Ages: 16-21 Preemployment, work maturity, remediation, GED and skill training.	In-School Dropout Prevention/Out-of-School Re-entry
Hampshire	Hampshire County Career Center Funding: $29,296 Serving: 20 Ages: 16-21 Preemployment, work maturity, skill training and GED	Out-of-School/ Career Life Preparation
Harrison	United Career Center Funding: $138,740 Serving: 20 Ages: 16-21 Preemployment, work maturity, skill training and remediation	Out-of-School
Lincoln	Charles E. Yeager Career Center Funding: $42,331 Serving: 20 Ages: 16-21 Preemployment, work maturity, skill training and GED	Out-of-School/ Career Life Preparation
Marion	White School Funding: $51,225 Serving: 45 Ages: 16-21 Preemployment, work maturity, GED and tryout employment	Out-of-School/ Career Life Preparation
Marshall	John Marshall High School Funding: $12,115 Serving: 10 Ages: 16-21 Preemployment, work maturity, tryout employment	In-School Dropout Prevention
McDowell	Mount View & Big Creek High Schools Funding: $85,365 Serving: 80 Ages: 14-21 Preemployment, work maturity, basic education, vocational and career exploration	In-School Dropout Prevention

Mercer	Mercer County Vo-Tech Center Funding: $47,355 Serving: 60 Ages: 14-21 Preemployment, work maturity, basic education and career awareness	In-School Dropout Prevention
Mingo	Mingo County Vo-Tech Center Funding: $56,803 Serving: 20 Ages: 16-21 Preemployment, work maturity, and tryout employment	In-School Dropout Prevention
Morgan	Berkeley Springs and Paw Paw High Schools Funding: $56,115 Serving: 40 Ages: 16-21 Preemployment, work maturity, basic education, and work experience	In-School Dropout Prevention/Out-of-School Career Life Preparation
Ohio	Wheeling Park High School Funding: $16,984 Serving: 15 Ages: 16-21 Preemployment, work maturity, and tryout employment	In-School Dropout Prevention
Preston	Preston County Education Center Funding: $46,270 Serving: 30 Ages: 14-21 Preemployment, work maturity, basic education, GED, skill training, and tryout employment	In-School Dropout Prevention/Out-of-School Career Life Preparation
Randolph	Randolph County Schools Funding: $35,485 Serving: 45 Ages: 14-21 Preemployment, work maturity, skills training, basic education and work experience	In-School Dropout Prevention
RESA V	REGION V RESA, Parkersburg Funding: $412, 082 Serving: 300 Ages: 14-21 Preemployment, work maturity, basic education and career exploration	In-School Dropout Prevention
RESA VI	North Central West Virginia Funding: $112,363 Serving: 50 Ages: 16-21 Preemployment, work maturity, and tryout employment	In-School Dropout Prevention
RESA VIII	REGION VIII RESA, Martinsburg Funding: $367,624 Serving: 288 Ages: 14-21 Preemployment, work maturity, remediation, tryout employment, and career awareness	In-School Dropout Prevention

BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
8% YOUTH PROGRAM BRIEFS

COUNTY	PROGRAM BRIEFS	TYPE OF PROGRAM
Boone	Scott & Madison Middle, Sherman Jr. High Van Jr. & Sr. High Schools Funding: $66,134 Serving: 85 Ages: 14-21 Preemployment, skills training	In-School Dropout Prevention
Brooke	Brooke High School Funding: $22,145 Serving: 20 Ages: 16-21 Preemployment, work maturity, skills training, and work experience	In-School Dropout Prevention
Clay	Clay County High School Funding: $40,000 Serving: 30 Ages: 16-21 Preemployment, work maturity, and remediation	In-School Dropout Prevention
Fayette	Countywide 8th-12th Grades Funding: $190,367 Serving: 230 Ages: 14-21 Preemployment, work maturity, and skill training	In-School Dropout Prevention
Greenbrier	Anthony Correctional Center Funding: $105,223 Serving: 137 Ages: 16-21 Preemployment, work maturity, remediation and skill training	Out-of-School/ Correctional Institution
Harrison	United Career Center Funding: $51,753 Serving: 50 Ages: 16-21 Preemployment, work maturity, and remediation	In-School Alternative Education
Kanawha	Countywide Funding: $108,201 Serving: 100 Ages: 16-21 Preemployment, work maturity, remediation, career awareness, and work experience	In-School Dropout Prevention
Monroe	Gap Mills and Greenville Jr. High Peterstown Jr. & Sr. High Schools Funding: $74,994 Serving: 80 Ages: 14-21 Preemployment, work maturity, remediation and skill training	In-School Dropout Prevention
Nicholas	Nicholas County Vo-Tech Center Funding: $21,698 Serving: 30 Ages: 16-21 Preemployment, work maturity, remediation and career awareness	In-School Dropout Prevention

Pendleton	Franklin & Circleville High Schools Funding: $86,011 Serving: 75 Ages: 14-21 Preemployment, work maturity, remediation, GED and work experience	In-School Dropout Prevention/Out-of School
Pocahontas	Pocahontas County High School Funding: $58,837 Serving: 30 Ages: 14-15 Preemployment, work maturity, and skill training	In-School Dropout Prevention
Raleigh	Trap Hill Middle School Funding: $29,997 Serving: 30 Ages: 14-21 Preemployment, work maturity, and skill training	In-School Dropout Prevention
RESA VI	REGION VI, RESA, Wheeling Funding: $223,644 Serving: 200 Ages: 14-21 Preemployment, work maturity, and career awareness	In-School Dropout Prevention
RESA VII	REGION VII, RESA, Fairmont Funding: $281,088 Serving: 200 Ages: 14-21 Preemployment, work maturity, and career awareness	In-School Dropout Prevention
Summers	Summers County Career Center Funding: $26,593 Serving: 20 Ages: 16-21 Preemployment, work maturity, and work experience	In-School Dropout Prevention
Tucker	Arch A. Moore, Jr., Career Center Funding: $32,126 Serving: 40 Ages: 14-21 Preemployment, work maturity, skill training and remediation	In-School Dropout Prevention
Tyler	Sistersville & Tyler County High Schools Funding: $23,880 Serving: 32 Ages: 14-21 Preemployment, work maturity, and work experience	In-School Dropout Prevention
Wayne	Wayne Co. Vo-Tech Center Funding: $86,825 Serving: 65 Ages: 14-21 Preemployment, work maturity, remediation and skill training	In-School Dropout Prevention/Out-of-School Career Life Preparation

Webster	Webster County High School Funding: $43,296 Serving: 40 Ages: 14-21 Preemployment, work maturity, remediation and skill training	In-School Dropout Prevention
Wyoming	Baileysville High School Funding: $42,876 Serving: 75 Ages: 14-15 Preemployment, work maturity, and skill training	In-School Dropout Prevention